

FAQs for EHCNA Application

General Queries

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Who can use request an EHCNA?	If the young person is 16 or over, they should lead the process (unless they are deemed legally incapable). If the child/young person is under 16, the request can be made by their school/setting, by their parent or by a professional associated with them (with the family's permission). There is a specific form for a parental request. Note: It is usually better for the people supporting the child/young person to work together to complete a request as a request made without the school/setting will usually be delayed as their view must be sought.
If a child has Autism, do they automatically qualify for an EHCP?	A diagnosis of any condition will not necessarily result in an EHCP. There must be evidence of SEN which is seriously impacting the child/young person's educational progress. There must also be evidence that concerns persist despite the educational setting making their best efforts to support the child/young person over a period of time (usually this would be clear evidence of the 'graduated response' being used for at least two terms).
CAMHS/other medical professional/social worker has said the child/young person needs an EHCP but the school doesn't agree – what do we do?	It is important to note that an EHCP is an education-led plan – the focus (even in the health and social care provisions) is on the impact on education. If the school/setting does not agree that a needs assessment is necessary, it would be best to convene a meeting to discuss. It may be that the school/setting feels they need more information or more time before making an application. It may be that the school/setting feels the child/young person is making good educational progress with the support being currently applied, and that support for other concerns (e.g. attendance, behaviour at home) may best be provided by other agencies.
If an EHCNA is agreed, will this result in an EHCP?	The EHCNA is a 'needs assessment' – it is used to assess the level of need and to recommend strategies and provision. If the provision recommended following the assessment requires an EHCP, then one will be written. If it is deemed that the provision can be met with SEN support-level funding, then an EHCP will not be written. The school/setting will need to put in place the provision recommended (with the support of other agencies as necessary), using their SEN support funding.

The Southwark EHCNA Request Form

The form: General

We use Google Docs, rather than Microsoft – is there a version available?	Yes, please email kate.hannam@southwark.gov.uk if you would like a version which is fully compatible with Google Docs.
Do I need to complete the form in full?	Yes, the full must be fully filled out, even if you are adding to a parental request form - unless you do not have evidence of the level of need/provision and therefore cannot back up a parental request. If this case, please write a letter in response to the LA's request for information, explaining why you are unable to support the parental request. There are some specific areas that do not apply for particular settings: If your setting does not use UPNS, please note N/A If you are a nursery setting, you do not need to use the costed provision map.

The form – specific areas: *(note: page numbers may change depending on formatting)*

Page 1 and 2 – General Information	
Is an email address needed for the parent?	The email address is really important as this is the predominant method of communication for SEN. Please ensure both parents' details are included where known.
One of the parents still has PR but the parent we work with has told us we shouldn't share information about the child with them – what do we need to tell SEN?	If a parent has PR, they have a right to know about their child's SEN – please share all details that you have on the form. If you then put a 'N' in the box "Is the LA able to share details with them?", SEN will ensure that no addresses, contact details or school information will be included in the information sent to that person. If one parent has had their PR rights rescinded, please include the court order or other evidence of this so that SEN can ensure the file is clearly updated.
What is meant by 'alternative provision'? (page 2)	This means that the child/young person is being educated off-site for part or all of their week but is still on roll at your setting/school, e.g. Summerhouse, SILS. It does not mean provision outside of the classroom or a differentiated curriculum within your school/setting.

Page 3 – External Professionals	
Why are you only asking for the last 12 months of external professional involvement? (page 3)	The professionals listed in this section are those who SEN is able to contact to ask for reports if an assessment is agreed – professionals who were involved over a year ago do not have to provide information to SEN.

	The timeline of support and graduated response sections provide the opportunity to show older involvement.
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Page 4-5 - Young Person's Views	
What do I do if the child/young person can't answer the prompts? (page 4)	The child/young person's voice is vital to the assessment process – schools need to use all best efforts to capture their views. The phrases on the form are highly likely to need interpreting and will need the person talking to them to delve deeper and ask additional questions. If the child/young person is non-verbal, think about who might be able to help interpret their responses. Do they use signs or symbols which could help? Are there activities in the classroom which they are drawn to? If a child/young person is unable to respond in any way we can describe how their behaviour/emotional responses lead us to make some assumptions about their aspirations (wants and needs) e.g. they become distressed when they cannot see a familiar adult so we think that they want to be supported by familiar adults who understand their needs / they get very excited when we go outside, so we think they would want to have daily access to an outside space. Please explain what accommodations were made to elicit the CYPs views e.g. use of visuals, simplified language or as the CYP was unable to communicate their aspirations, we thought carefully about how they show us what they want/like and dislike and used this to support us to think about what their wishes might be.

Page 5 – Young Person's Views (Year 5 upwards)	
Year 5 upwards – How can I help the child/young person to answer the prompt effectively? <i>What I'd like to next - Friendships and Relationships</i>	What would they like to be able to do with their friends? Are there some peers they are drawn to? Are there things they find difficult about having friends? Are they worried about meeting new people? (If they want to discuss sexual relationships, they should have this opportunity)
Year 5 upwards – How can I help the child/young person to answer the prompt effectively? <i>What I'd like to next - Interests</i>	Are there any hobbies they would like to be able to get more involved in? Any clubs after school or at the weekends they would like to join?
Year 5 upwards - <i>What I'd like to next – Education/Training</i>	What would they like to study next? Are there particular ways they have enjoyed studying? Are there any resources/activities that they really enjoy? Do they like working alone or with others? Do they want to be more independent in their learning? Work more with peers?
Year 5 upwards - <i>What I'd like to next – Employment and Volunteering</i>	Have they done any work experience? What did they like about it? What would they like to improve on? If they say "I want to be a youtuber" or other career – delve deeper. Why is that something that they want? Are there skills they think they would need to develop to achieve that goal?

	(NOTE: the question is returned to in the meeting for Year 9 and above – after the review of outcomes - as it is vital that the EHCP is leading to employment if that is possible for the CYP)
Year 5 upwards - How can I help the child/young person to answer the prompt effectively? <i>What I'd like to next – to become more independent</i>	This area isn't just about living on their own – it is about being able to live without the support of others, as far as possible. What would they be able to have more control over? What choices would they like to be able to make? Are there things they are not allowed to do yet because of safety or ability?

Page 6 – Parents' Views

How should I capture the parents' views?	You can collect this information in any way that support the parent/s sharing their views. It is really important to think about strengths as well as areas of difficulty. The most important part is for the parents to be able to explain their aspirations for their child – these can be related to skills, to future opportunities, or for them to be happy and able to take part in activities with their friends. NB: If the young person is 16 or above, it is their choice as to whether their parents' views are shared but this is generally helpful information and it is rare that young people ask for it not to be shared.
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Page 7- Timeline of Support

What should I put in the 'my journey so far' section?	This is an open section to be filled in as wanted. It can be helpful to set the historical background for the child/young person – this can include what happened before they started at the school (for example, diagnoses or difficulties during early years). This will often be very similar to the background shared at the start of an educational psychologist report so those are helpful for reference.
What should I include in the timeline of support? How detailed does this have to be?	This is a way to capture support and use of the graduated response earlier than the last 3 cycles. It should include the dates (can be month and year or just year if no exact date is known) of assessments, diagnoses, TAC meetings (or similar). There does not have to be detail beyond what happened, e.g. 12/3/2004 – Autism assessment - diagnosed with Autism. It does not have to include details that will be covered in the graduated response section.

Page 8 - Curriculum Attainment

What do I need to explain about the school/setting's way of assessing attainment?	The most important thing is for SEN to understand how the child/young person's attainment relates to the age-related expectations, e.g. if they are achieving '19', this means nothing unless you explain that 19 is within age-related expectations for a Year 2 child.
We have a report with attainment which is sent to parents – can we attach this instead?	Yes, as long as this clearly shows the child/young person's attainment as compared to age-related expectations – it must be able to be understood by a non-teaching professional. If this is included, please note 'see attached report' in the box.

Page 8 – ‘Graduated Response’ (Assess)	
I am using the Southwark Individual Support Plan – isn’t this section already included?	Yes, if you are adding a Individual Support Plan then this section is already completed and does not need to be filled in (but check that the ISP is up-to-date).
What do I put in the section “Multi-Agency Support (Health and social care)”?	This is about strengths and needs related to health needs and social care needs. Consider concerns that parents/other agencies have about their child/young person in the home or community (that may not be present at school). Consider strengths in relationships with family members or support services. Strengths could include good engagement with social worker, happy to complete chores at home, independent in key routines, engages well with CAMHS sessions. Needs could relate to their understanding of safety, risk-taking (including criminal activity), behaviour at home, lack of engagement with services to support them outside of education.

Page 9-13 – ‘Graduated Response’ (Plan, Do, Review)	
What does this mean - Is school using the Southwark APDR model?	This means that the school/setting is using the Southwark ‘Individual Support Plan’ and is able to use this as evidence of the graduated response being applied. If this has been used, just put a ‘Y’ in the box and skip this whole section (until costed provision map)

Page 14-15 – Costed Provision Map	
What should I be showing here?	Use the most recent cycle of planned support – this provision can then be costed for the cycle (multiply by 3 for the year).
What is the ‘name of provision’?	This can be TA-support (English), or a specific provision (Speech and Language with therapist) – the provision must be the same as in the graduated response plan. If there has been a new provision recommended by a professional but this hasn’t yet been put into place, this can be included in the costed provision map (just indicate using red pen under name of provision, e.g. weekly zones of regulation, 1:1 with TA, 1 hour, as recommended by EP following last cycle of support). Make sure the provision does not come to over 6.5 hours each day!
How can I cost the provision?	The best way to do this is to ask the school business manager/finance officer to give you a general hourly rate for a TA (or whoever is delivering the provision). Please note that these rates are not for supply contracts and do not include on-costs. Please note that SEN will look generally at the provision and consider whether this looks more like ‘SEN support’ level provision or EHCP-level. If the cost is less than £6000, that will be considered SEN support level. If the provision is over £6000 on your costed provision map, it may not be considered EHCP level (depending on the types of provision used and the rates given) – this will be considered by the panel.

Page 16 – Multi-Agency Meeting	
Why is it helpful to conduct a multi-agency meeting before applying?	Having a multi-agency meeting before applying for an Education, Health and Care (EHC) needs assessment helps to gather information, ensure everyone is on the same page, and potentially prevent unnecessary

	assessments. It allows for a comprehensive understanding of the child's needs, facilitates collaboration, and can streamline the assessment process. It also allows for information (around aspirations, outcomes etc) to be shared with any professionals conducting assessments so that everyone holds the same information.
What do I do if a key agency cannot attend a multi-agency meeting?	Ideally, they could provide input before the meeting so that their views could be part of the discussion. They will also need the minutes once the meeting has finished so that they know what decisions were reached.
How do we decide the outcomes?	The outcomes MUST at the least be SMART: Specific – Exactly what is being worked on (e.g. not 'writing' but use of paragraphs). Measurable – How will you be able to tell? Achievable – Can this be completed in the time available? Do you need to add in support/additional resources? Realistic – Is this worthwhile for the child/YP? Is it something that can be done at this point in their journey? Time bound – ensure they are reviewed at the end of the cycle. There should be a discussion of the child/young person's aspirations – the question is then what do they need to improve/achieve reach these aspirations (in light of their needs)? One way of doing this is: TIMEFRAME + DO + CONDITION + CRITERION = RESULT Example: (for a young person who wants to have a career, and go to university; and who has literacy difficulties) By the end of Key Stage 3, X will be able to independently answer reading comprehension questions at an age-appropriate level with 90% accuracy, so that he can demonstrate his understanding in a range of subjects and make accelerated progress across the curriculum.

Page 16 – Checklist	
What do we need to include?	Most information should be included as part of the request form – any additional information needs to be relevant and recent. If there is a professional report from the last year, this can be helpful. Diagnosis reports for conditions which affect education are vital (e.g. Autism, not Asthma). Individual Support Plan if used. Please do not include emails or referral forms to other agencies (list referrals in the timeline).

If you need more help

Email Kate Hannam, Inclusion and Monitoring team: kate.hannam@southwark.gov.uk