**Early Years Setting or Childminder Report to support a request for an Education Health and Care Needs Assessment (Form A)**

**Essential document to support a request for an EHC needs assessment**

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| **1. Details of the child** | | |
| Full name | | Date of birth |
| Tina | | **For the purposes of this example report Tina is 3 yrs and 7 months (43 months)** |
| Setting | Pumpkin pre-school | |
| Date of Admission |  | |
| Hours attended |  | |
| Primary Need | Autism | |
| Additional Needs | Sensory processing difficulties and learning difficulties | |
| Early Educational / Childcare entitlement | | |
| 2 Year Funding [ ] universal 3-4 year funding [ x ] working families ( ) 15 hours [x ] | | |
| Pupil premium [ ] Inclusion Funding [ ] Additional SEND funding [ x ] | | |
| Additional SEND funding [ x ]  If yes how much? £115.50 per week | | |

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| **2. Views and aspirations of the child and their family** |
| *The things that are important* ***to*** *the child and family including their hopes for the future from* ***your*** *knowledge of the child or young person and their family:*  **Tina’s parents would like her to be able to:**   * talk so that she can tell us what she is thinking. * understand when we tell her things are not safe e.g., she needs to hold hands when we are walking by the road. * play with the other children and have a friend * sit and listen to stories and songs with the other children * follow instructions and take part in the school routines and activities * to know when she needs the toilet * to be able to dress herself and eat with a knife and fork   **(These are the views of Tina’s parents as recorded in the ‘all about me’ section of the EHC application form)**  **Tina’s views (based on observation of her in the setting):**  Tina enjoys playing outside, likes to play people games e.g. peek a boo and popping bubbles with familiar adults. Tina is happy to come to pre-school although doesn’t cope well if we have changed the layout of the room or the routine. It’s important to her to have a consistent routine. Tina often chooses to play with water and sand and spends lots of time emptying and filling containers |

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| **3. Background** (relevant history) |
| Tina has a younger brother and lives with both parents. She is very well supported at home; her parents meet with us regularly to discuss her progress. Tina has been attending the nursery for 7 months and has involvement from a variety of professionals; Health visitor, Speech Therapist, Early Years SEN Inclusion Teacher and Community Paediatrician.  Tina was diagnosed with Autism at a multi-disciplinary assessment (MDA). We have worked with the Speech Therapist and Early Years SEN Inclusion Teacher to complete a detailed SCERTs assessment which confirms that Tina is currently a ‘Social Partner’. This has helped to inform the interventions and strategies that we are using.  *https://www.oxfordshire.gov.uk/sites/default/files/file/information-childcare-providers-sentoolkit/EYAutismSupportSCERTS%20.pdf* |

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| **4. The child’s strengths** |
| * **Can play simple interactive people games with familiar adults** * **Starting to indicate what she would like by pointing, taking items to adults for them to open them or look at them with her** * **Tina has good mobility; she can walk, run and climb.** * **Tina can be independent (sometimes overly independent) and will play on her own for long periods with things that interest her e.g. filling and emptying containers with pebbles, bark chippings etc.** |

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| **5. The child’s development**  Please summarise in each of the EYFS area of development:   * Developmental levels and milestones, * Strengths, * Needs, * Rate of progress | |
| Prime areas (all children) |  |
| Communication and Language | **Expressive Language/Speech**  Tina continues to pull adults to what she wants rather than make verbal requests, point or gesture. She has started to copy a few words from her favourite TV programme ‘Peppa Pig’ but doesn’t use these to ask for things or to comment on things. Her Speech is **emerging** between the ages of **8 – 20** months (see EYFS development matters)  **Understanding**  Tina has made a little more progress in this area. She is able to follow simple instructions within the familiar nursery routine e.g. wash hands, get your coat. She has started to turn to her name (unless absorbed in a favourite activity). She can identify some pictures in her photo book by touching the picture e.g. ‘where’s mummy’, ‘where’s the ball’ Her understanding is **developing** between the ages of **16 – 26 months** (see EYFS Development Matters)  **Listening and Attention**  Tina can listen and attend reasonably well in a 1:1 situation with a familiar adult in a quiet space but struggles in a small or large group. She finds lots of noise very stressful and gets very upset, covering her ears and crying. Her listening and attention skills are **developing** between the ages of **16 – 26 months** (see EYFS development matters). |
| Physical | **Moving and Handling**  Tina likes to run and climb although she has an underdeveloped sense of danger and will run out of an open door or into the road if given the opportunity. She can throw a ball (not to a partner). Tina can climb up the steps of the play equipment at pre-school confidently but needs adult supervision to safely use the slide. Tina is making some progress with her fine motor skills; she enjoys sifting sand and pebbles and can use a pincer grip when selecting which small items she wants to play with in the water tray. Tina is reluctant to use mark making tools, preferring to use her hands to explore. Her moving and handling skills are **developing**  between the ages of **22-36 months** (see EYFS development matters).  **Self-care skills**  Tina can confidently use a spoon to feed herself, but often need reminders to eat slowly as she will rush her food or overfill her mouth. Tina will only drink from a specific type of beaker, she can do this confidently without spilling the drink. Tina wears pull-ups but does not show an indication of when she needs her pull-up changing. Tina dislikes laying down to be changed, this causes her extreme anxiety and often leads to tearful meltdowns. Tina will stand to have her pull-up changed but prefers this to be done by specific members of staff only (Jane and Jill). Tina can take off easily removed items such as socks or a skirt. Tina will refuse to wear clothes/shoes that have Velcro on as the sound of the Velcro is distressing for her. Her self-care skills are **achieved** between the ages of **16-26 months** (see EYFS development matters). |
| Personal, Social and Emotional | Tina enjoys attending pre-school and responds well to 1:1 time with her key person. She likes to play peeka-boo and has just begun to show that she would like tickling games or favourite action rhymes to be repeated by making a sound and touching the adult’s photo (we wear our photos on lanyards). Tina will smile and laugh when she is happy.  Tina is interested in watching other children playing and is happy for them to play alongside her. One of Tina’s targets is to develop turn-taking in her play with one other child.  Tina finds it challenging if her key person is not at pre-school. Tina needs adult support to regulate her emotions. Tina expresses her emotions physically and can throw objects or scream when distressed. Tina responds well to calming strategies such as a firm hug or time with the weighted cushion. Tina can turn to a familiar adult’s voice; however, this is more inconsistent when she’s absorbed in her favourite activities. Her Personal, Social and Emotional development is **emerging** between the ages of **8-20 months** (see EYFS development matters). |
| Specific Areas (3 years and above) |  |
| Literacy | Tina enjoys looking through her photo book and often carries it around with her. Tina responds well to an adult talking to her about the photos of her cat and rabbit. Tina can turn the pages one a time but can become frustrated if they don’t turn fast enough. Tina enjoys listening to nursery rhymes and is beginning copy the actions when modelled to her by an adult. Tina finds it difficult to sit on the carpet at story time but likes to listen to a story being read when she is in the ‘quiet place’ with her weighted blanket/cushion. Tina is beginning to choose puppets from the home corner and will give them to an adult so they can make them ‘talk’. Tina is reluctant to mark make but will readily explore messy play opportunities in the setting. Tina’s literacy skills are **developing** in the between the ages of **8-20 months** (see EYFS development matters). |
| Mathematics | Tina enjoys sorting objects in the sand tray and will fill, empty and pour sand, water, bark chippings and so forth. She is beginning to make sound and copy words relating to her filling and emptying (enveloping and containing schema).  Tina says ‘all gone’ when the water is poured out of the beaker. Tina has good spatial awareness; she can manoeuvre around, over and under equipment. Tina is a very good problem solver in activities that interest her. She will try different solutions when stacking items or lining them up, often moving equipment and resources around to fit her ideas. Tina understands what happens at certain times of the day, she will point at the photo of Mummy in her photo book at ‘home time’. Tina’s mathematical skills are **developing** between the ages of **8-20 months** (see EYFS development matters). |
| Understanding the world | Tina recognises familiar people in the photos in her photo book. Tina shows a good awareness of her favourite places and will say ‘wheee’ (the sound she makes on the swings) when shown the photo of the park she goes to at the weekend. Tina enjoys watching sensory lights and will often choose to watch them when calming down or having quiet time. Tina likes to watch items as they float or sink in the water tray, she enjoys exploring if she can hold the items that float under water to stop them rising. Tina’s development in Understanding the World is **emerging** between the ages of **16-26 months** (see EYFS development matters). |
| Expressive Arts and Design | Tina has made limited progress in this area. She will engage in touching and scrunching different materials and will explore textures in the art corner. Tina is reluctant to mark make using tools but will occasionally finger paint for a short period of time before wanting to clean her hands thoroughly. Tina is not yet engaging in imaginative play. Tina enjoys listening to music and will hum along to some songs and do the actions to some nursery rhymes. Tina dislikes music being made with instruments and can become very distressed if music is put on, she will cover her ears and hide. In Expressive Arts and Design, Tina is **emerging** between the ages of **8-20 months** (see EYFS development matters). |
| Characteristics of Effective Learning |  |
| Playing and Exploring – engagement | Tina will persevere when she is met with challenges, she will often try to work around a problem and uses some good problem-solving skills. Tina is keen to follow her favourite play routines and is now working on extended her play sequences to include turn-taking with another child. Tina experiences the provision in a hands-on way, engaging her senses when exploring. Tina needs support to engage with activities out of her comfort zone, for example chalking and mark making. |
| Active Learning - motivation | Tina shows determination and focus in activities that interest her. Tina can stay on task in her self-directed play for up to 20 minutes. She is now working towards being able to focus with an adult on a structured task for up to 5 minutes. |
| Creating and thinking critically- thinking | Tina is able to make links in her containment play using different objects in the sand and water trays. Tina comments ‘all gone’ when the water is poured out the cup, she is now transferring this learning to snack time, saying ‘all gone’ when the milk is emptied. |

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| **6. Current outcomes** (identified on the Early Years SEN Support and Outcomes Plan) |
| **Outcomes on Tina’s current SEN Support and Outcomes Plan.**  1. Tina will ask for peeka-boo (make a request) by pointing at an adult’s photo.  2. Tina will make choices between two activities in play when offered the options using visual support/concrete objects.  3. Tina will calm when supported by an adult to regulate her emotions  4. Tina will sit with her key person for up to 5 minutes to do sensory box activities/sing one song together. |

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| |  | | --- | | **7. Support in place, over and above that usually provided in the setting to meet needs** | | **Provide information about how any additional funding has been used.** | | Tina has 15 hours of additional funding which is a contribution towards extra adult support to help her access learning opportunities throughout the session, make progress towards the outcomes on her SEN support plan, develop communication skills and take part in some interactions with adults and children. See timetable of support. | | **Information to show how any recommendations made to support the child have been implemented and reviewed** | | **All staff to wear their photos on their lanyards to prompt Tina to use visuals to make requests** – *Advice from Speech and Language Therapist in line with the SCERTS assessment framework. Tina is a social partner.*  **Tina will have access to sensory items such as a weighted blanket/cushion** –  *Advice from EYSEN Team to support Tina’s sensory needs.*  **Staff to support Tina with interactions with her peers.** *– Advice from EYSEN Team- Key person (using RAF funding) to spend 1:1 time with Tina to develop her interactions.*  **Staff will support Tina at snack and lunch time**- *Advice from Speech and*  *Language Therapist to encourage Tina to eat slower.*  **Tina will have access to the outdoor areas throughout the day.**  **Tina will have access to the ‘quiet space’ and her sensory toys throughout**  **the day.**  **Tina will spend time with her key person on a 1:1 basis to develop her**  **communication through supporting requests (adult to use motivating items in see-through Tupperware).** | |

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| Name of person completing the report: | Role: SENCo for Pumpkin pre-school |
| Contact details: | |
| Signature | Date completed |
| Date shared with family |

**Check your report!**

Is the child at the centre of your report?

Is it family friendly – clear, concise, no unnecessary jargon?

Please accept this as our evidence for an application for an EHC needs assessment.

NB. If an assessment is agreed this advice may be used as part of the statutory advice to inform an EHC needs assessment.