





The 20 week EHCNA process

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Making a request:

School/ Parent/ young person/ professional makes an application for an EHCNA via the online form Request an EHCPNA not a lot of information is needed at this stage.

A request is then triggered and applier can upload up to 8 docs.
If they are too big they will not upload due to size limit.
Do not use zip files,
Remove passwords.
Keep file names short

An auto response is sent and you can reply to this with any extra info you wish us to consider

Making a request cntd:

Yes-useful	No- not useful
Up to date attainment and progress	Photos
Evidence of the graduated approach: Two reviewed Assess, Plan, Do, Review cycles showing the provision delivered, its impact and progress against identified targets/outcomes.	Minutes from meetings
Notes, recommendations and outcomes from PRG and CoS	Copies of child's work
Attendance records	Videos
Fully completed detailed appx 2	Anything more than 2 years old (other than diagnosis)

0-6 weeks:

Business Support allocate the case to an Assessment Officer

Introductory email is sent to parents; info is requested from agencies and school

Application goes to panel for decision on whether to complete an EHC Needs Assessment

If yes- an Educational Psychologist (EP) request is made

If no- automated email sent to parents and school advising the decision, appeal letter attached. All collated evidence sent to parents.

6-16 weeks (approx.)

EP Service assign the case to an EP

EP arranges a review with school/ parents/young person

EP write up the report and provides advice and guidance for the LA

Further info requested from health (appx 4) and any other involved services such as Social Care (app 6).

Officer uses the EP report and all other advice received to put back to panel for a decision whether or not to issue an EHCP

Parental preference of type of setting is requested

If yes- parents are advised of outcome and officer begins drafting the plan, PP is requested

If no- parents are advised of outcome and right to appeal if opened

16-20 weeks (approx.)

The assessment officer passes the case to a placement officer who begins considering parental preference and the closest or current mainstream school.

Schools have 15 days to respond (the quicker this is returned, the quicker placement can be finalised)

School's responses are considered and an acceptance or direction letter is sent. It may be that further consults are sent at this point (for example if the school requested has no spaces (special only)) and therefore a further 15 days is needed.

16-20 weeks cntd (approx.)

If responses are not back within the 20 week timescale, a plan may be issued by ‘type’. If consult responses are back, a decision is reached on placement and the plan is returned to the assessment officer to finalise the plan.

Parents again have a right to appeal against section B, F and I of the plan.

The plan is passed over to the casework team.

The EHCNA process – SEND Code of Practice compliance for ALL

SEND Code of Practice:

- **'may be necessary'** – para 9.3. You do not need to prove an assessment/EHC plan is required. You are demonstrating evidence that it 'may be necessary'.
- **'relevant and purposeful action'** – para 9.14. LA asked to consider this. Therefore, a list of interventions is not enough. Why were they were chosen, what they were intended to achieve and what happened as a result.
- **'has not made expected progress'** – para 9.14. Avoid relying solely on phrases such as *working below age-related expectations*. Give evidence showing what progress was expected, what progress occurred and what needs remain.
- **'nature, extent and context'** of SEN – para 9.14. What the SEN is and how it affects the child or young person in their educational context.
- '**action already being taken'** – para 9.14. Don't simply upload reports and assume the reader will make the connections. Your evidence should create a clear thread between **identified need → advice/action → provision → impact → remaining need.**
- Progress **'only been as a result of much additional intervention and support'** – para 9.14. Progress does not automatically mean that an EHCNA is unnecessary. Settings must explain what it takes to achieve that progress.

The EHCNA Process - Kent SENCo Checklist

- ☐ What are the child or young person's SEN?
- ☐ What is the impact of those needs on day-to-day learning/life?
- ☐ What are their strengths?
- ☐ What are their views and aspirations?
- ☐ What do the parent/carers say?
- ☐ What has the setting already done?
- ☐ What provision has been delivered?
- ☐ How often and for how long?
- ☐ What professional advice has been received?
- ☐ How has that advice been implemented?
- ☐ What progress has been made?
- ☐ What difference has the provision made?
- ☐ What needs remain despite the support?
- ☐ Why **may** an EHC needs assessment now be necessary?



Don't just show that a child/young person has needs. Show the journey.

Need → Assess → Plan → Do → Review → Impact → Remaining need (that may require an EHCP)

Webinar series

Live at 8.15am and recorded (available a few days after on KELSI)

Date	Title & Registration
30 September 2026	What every SENCo needs to know this year
8 October 2026	Writing your inclusion strategy
4 November 2026	EHCPs: Getting the basics right
24 November 2026	Inclusion Funding
9 December 2026	Who can help? Integrating Experts
14 January 2027	Moving beyond individual interventions
19 January 2027	Making your funding work
3 February 2027	Stronger partnerships with families and wider services
4 March 2027	Consultation Process – what is it? What needs to be considered?
29 April 2027	Inclusion That Works: School Case Studies
6 May 2027	Annual Reviews: Improving Quality and Impact
15 June 2027	Ofsted, Inclusion and Demonstrating Impact
8 July 2027	Leading Inclusion: Planning for the Next Academic Year

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Growing into the SENCo role – F2F training

For colleagues who are:

- New to the SENCO role
- Early in their SENCO journey
- Looking for a refresher

A practical and supportive face-to-face training day

that provides opportunities to:

- Build confidence in SEND leadership
- Strengthen understanding of SEND systems and processes
- Explore effective partnership working with families
- Gain practical tools and strategies
- Network with colleagues across Kent
- Connect with PRG and wider SEND services

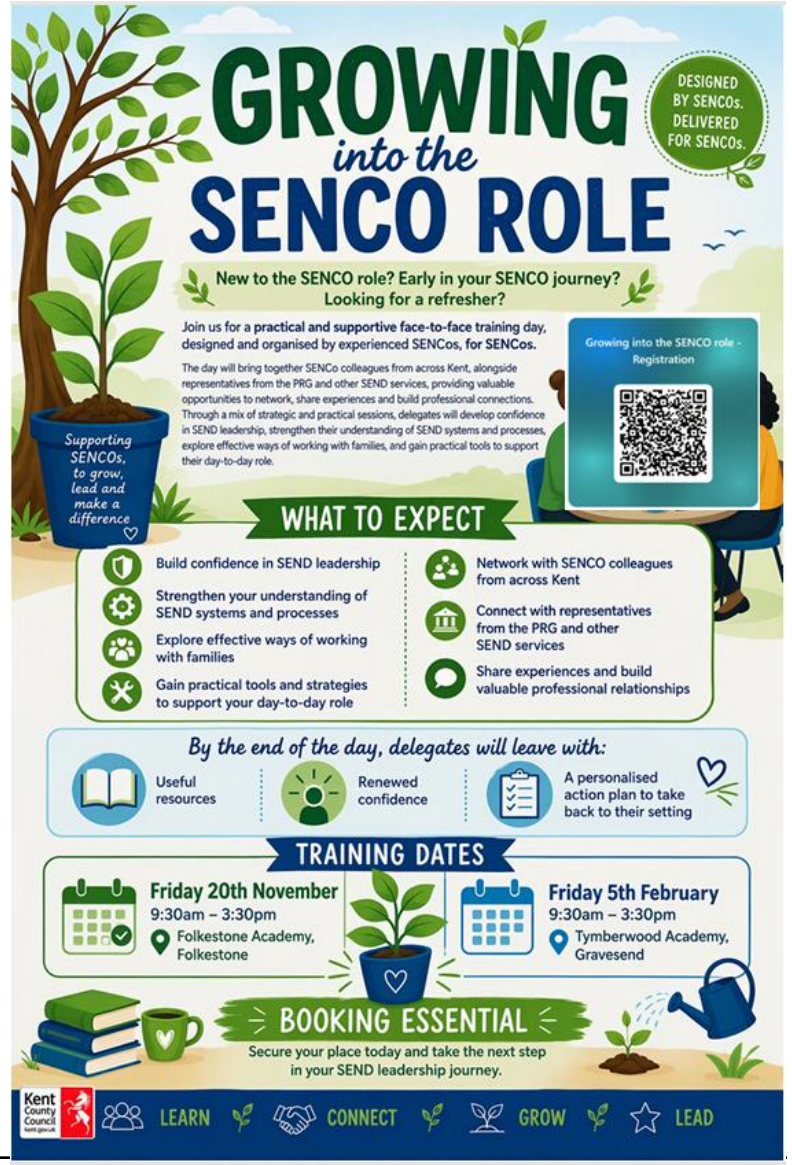
Friday 20th November, 9:30am to 3:30pm

📍 Folkestone Academy, Folkestone

Friday 5th February, 9:30am to 3:30pm

📍 Tymberwood Academy, Gravesend

Growing into the SENCO role - Registration



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Thank you for your participation. The evaluation of this session is key to support further development and monitoring the effectiveness of these webinars.

