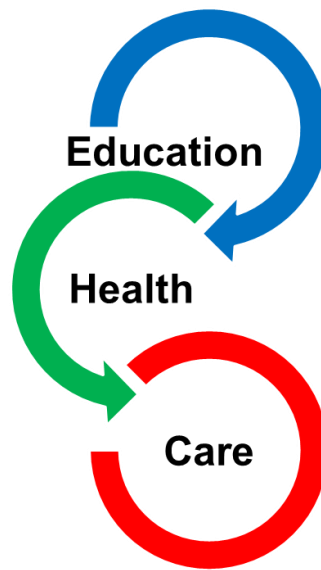


Education Health and Care Plan

# Guidance for completing Appendix 2

Guidance Notes for Pre-School Settings  
/Schools/Further Education



The SENCo or equivalent has responsibility for ensuring this form is completed and submitted to Kent Local Authority within 4-6 weeks of our request to you

See KELSI for SEND specific documentation.

Please cross reference your supporting documentation at the end of the Appendix 2.

### Guidance Notes:

<p><b>Section 1: Child/YP's Personal Details</b></p>	<p>It is important to ensure we have the correct information in this section including the NHS number where you know this for the Child/Young Person (C/YP). Where there are sharing restrictions, you will need to provide supporting evidence of this such as a court order.</p>
<p><b>Section 2: Setting Context</b></p>	<p>Where the Child/Young Person is in alternative curriculum, it remains your school's responsibility to provide us with up-to-date information outlined in this form during their time there.</p> <p>Record information about the setting attended by the C/YP.</p> <p><b>Pre-School Setting-</b> Record information about the setting attended by the child. Number of children with SEN should include all children who are at SEN Support i.e. on a support plan, including children with EHCP's.</p> <p><b>Further Education-</b> please enter Number on roll and % SEN for the course and not for the college.</p>
<p><b>Section 3.1: Background</b></p>	<p>Please outline the factors which relate to the child's educational needs and only provide relevant family background information which is factual. You must outline referrals you have already made and support the child is already receiving from the services outlined.</p> <p>Indicate how the child's family have been involved – for instance, whether they have attended meetings, how they have contributed their views – or, if they have not engaged despite requests from your provision.</p> <p>Please record all health/medical conditions that impact on SEN, including those for which a diagnosis is awaited.</p>

	<p><b>Pre School Setting:</b> Please comment on the Continuing Health Care Plan if there is one (parents will know about this and is usually for children with life limiting conditions). A behaviour support plan may have been implemented in preference to or in addition to a Support Plan.</p>
<p><b>Section 3.2: Exclusions and Attendance</b></p>	<p>It is crucial that you outline the Child/Young person's level of attendance as this will directly impact on their ability to receive provision and make progress. All children and young people are entitled to receive a minimum of 25 hours of education a week, so where they are on a reduced timetable, you will need to outline what plans are in place to re-integrate them back to the required minimum. Schools/Further Education please include % attendance over the previous year if known.</p> <p>If a pupil is dual rolled or has a joint placement, please state the name of the additional setting. The SEN service will request an Appendix 2 from the additional setting as well.</p> <p>Indicate how the C/YP and their family have been involved – for instance, whether they have attended meetings, how they have contributed their views – or, if they have not engaged despite requests from the setting.</p> <p>If a pupil is on a part-time timetable, please record reason for this, length of time the arrangement has been in place, the plans and timescales for reintegration from part time to full time and attach the personalised support plan that is in place to monitor the arrangements.</p> <p>Exclusions- Please state and/or attach a copy of the C/YP's record of exclusions including reasons and length of suspension (fixed term exclusions)</p> <p><b>Pre- School Setting:</b> If EY pupil attends more than one setting, please record all known. If the pupil is attending Alternative Curriculum placement, please give details and say how long this arrangement has been in place. When commenting on attendance, please comment on whether all sessions are attended regularly, what you have put in place to enable this to happen or whether the child is unable to take up their full entitlement and why. This could be parental choice, a reduced timetable or other reason.</p>

<p><b>Section 4.1:</b> <b><u>Pre-School Aged Children ONLY</u></b></p>	<p>Please provide a summary or description of the child's identified SEND and how this impacts on the child's day to day life. Does the child have any confirmed health/medical diagnoses including any additional needs currently being explored? Include any investigations that you are aware health colleagues are undertaking.</p> <p>If you have a support plan for the child, please include this information within this section. Please provide a summary detailing parent or carer engagement with the setting regarding the child's progress and the review of support provided.</p> <p>Please provide information about the type of funding the child receives (SENIF, EYPP, DAF) specifying the total amount received or whether an application is currently pending. Include the date the funding was granted and describe how it is being utilised to support the child in the setting.</p> <p>All providers have a legal duty to ensure they are doing all they can to support the children in their provision. This is your 'best endeavours' duty. This means you will need to demonstrate that you are adhering to the SEN Code of Practice including a graduated approach of intervention with appropriate referral for support through the Early Years Professional Resource Group (PRG). You should be able to demonstrate reviewed, evaluated and updated Support Plans and use of your Ordinarily Available Provision. Where you have been given advice from outside agencies you will need to demonstrate that you have implemented and evaluated the impact of that advice.</p> <p>If you believe you are unable to make additional provision via reasonable adjustments, Special Educational Needs Inclusion Fund (SENIF); you will need to tell us why.</p>
<p><b>Section 4.2:</b> <b><u>School Aged Children and Young People ONLY</u></b></p>	<p>Please indicate whether the C/YP is currently receiving SEN support, including the date of when this began. Provide a summary or detailed description of the identified SEND needs and outline the impact these needs have on the child's daily life. Specify any confirmed health or medical diagnoses, as well as any additional needs under current investigation. Include details of any assessments or investigations being conducted by health professionals, if known.</p> <p>Outline the professional involvement to date, such as whether advice has been sought from Local Link Advisors, Teachers, or other relevant professionals.</p>

	<p>All providers are legally required to demonstrate that they are fulfilling their 'best endeavours' duty in supporting children within their provision. Please attach a <b>minimum of three cycles</b> of the Assess, Plan, Do, Review process. If individualised plans do not exist for the C/YP, describe how their needs are being met through the setting's universal core offer.</p> <p>Summarise parent or carer engagement, including how they have participated in discussions regarding the child's progress and reviews of the support provided.</p>
<p><b>Section 5: External Agency Involvement</b></p>	<p>It is important that you tell us about all external agency involvement including recommendations made by those agencies, how these have been implemented and what the impact has been. Reports and Support Plans can be attached.</p>
<p><b>Section 6.1 and 6.2: Attainment and Progress – Early Years Foundation Stage (EYFS) / School Aged Children &amp; Young People</b></p>	<p>Every setting has their own measures of progress; it is important that you explain the measurement that your setting uses. You will need to describe the child's progress since joining. It is important to tell us the attainment achieved rather than give predictions which are not measurable. Please describe the child's progress since joining your setting and how this compares to peers with similar starting points.</p>
<p><b>Section 7: Description of the Child/Young Person's current Special Educational Needs</b></p>	<p>Please tell us about strengths and weaknesses the child/ young person has under each category of need. The information you provide must be detailed and specific and can be drawn from a range of source material for example: reports/diagnoses received. The description should be listed under the titles of the four areas of need but only if the child has a difficulty in that area of need.</p> <p>If they do not have difficulties in any category, please just mark this with not applicable N/A.</p> <p><b>EYFS:</b> Please record these in relation to the prime areas of learning. Remember to record any visual or hearing aids that the child has. Please refer to the Ordinarily Available Provision document.</p>
<p><b>Section 8: Outcomes &amp; Provision for the Child/Young Person</b></p>	<p>As soon as a setting/school/college identifies a child/young person as SEN, Outcomes should be agreed with the C/YP/Parents/Carers. These Outcomes should guide the provision that the setting makes for a C/YP and progress towards achieving them should be reviewed as part of each in-year meeting.</p>

	<p>From Year 9 onwards, Outcomes must focus on preparing the C/YP for adulthood and/or the next phase of their education or independent living.</p> <p>All outcomes currently in place should be included within this section (usually 3) – all other professionals involved with the Statutory Assessment will refer to these outcomes and their recommendations for strategies and interventions will support the child to achieve them.</p>
<p><b>Section 9- Other information</b></p>	<p>Please provide other information you believe to be relevant and attach any corresponding documentation. You may wish to include any arrangements for transition between phases of education.</p>