

What are the steps that are taken, before a school can apply for an EHCP?

UNIVERSAL PROVISION

Most pupils with SEND can have their needs met at this stage. Pupils will cope independently at school with the benefit of quality first teaching. Quality first teaching involves teachers differentiating appropriately for the individual needs within the classroom, for all pupils.

Universal provision includes providing: a positive classroom climate; promotion of emotional wellbeing; regular daily routines; seating plans; regular training for staff to recognise additional needs.

Pupils who are coping at this level may demonstrate the following:

- Making good academic progress
- Homework can be an issue
- Usually joins in socially with peers
- Poor time management
- Knows when to ask for help
- Poor organisation skills
- Generally complies with adult direction
- Can work independently
- Can work with others
- Overall good mental health



TARGETED PROVISION

If a pupil is found to be making less than expected progress with universal provision, a referral is made to the SEND team for additional support. This will include strategies such as: creation of a toolkit; use of overlays; possible TA support; Dyslexia screenings; speech and language screening; reading tests; possible SENCO lesson observation or counselling.

Pupils who are at this level will demonstrate some or all of the following:

- Not making expected progress
- Poor self-esteem
- Sensory barriers to learning
- Difficulty working with others
- Difficulty processing information
- Struggles to ask for help
- Lacks confidence
- Lower literacy / numeracy than peers
- Poor emotional regulation
- Struggles with unstructured activities
- Poor concentration



SPECIALIST PROVISION

Specialist provision takes place when pupils do not make consistent progress with targeted provision, and need higher provision put in place.

Specialist provision includes: involving external agencies (EG. ASD / Dyslexia specialists); mental health nurse involvement; art therapy; referral to neuro-development; referral to CAHMS; use of Horizon.

Pupils who are at this level will demonstrate some or all of the following:

- Not making progress
- Not accessing lessons
- Sensory barriers to learning
- High anxiety
- Reduced timetable
- Regular use of Horizon
- Lacks confidence
- Dependant on adults
- Poor attendance
- In crisis
- Disengaged



EHCP

An EHCP will be considered when a pupil's difficulties have persisted at a moderate or severe level for at least two terms, despite specialist provision being in place.

An EHCP will outline the pupil's individual needs, and provide the school with extra funding to cover the costs of the extra specialist provision put in place.

The EHCP process is a lengthy one. It requires involvement from an educational psychologist, who must complete two evaluations. The EHCP process takes a minimum of two terms.

Please see our EHCP help guide for more information about EHCP requirements, processes and timing.