



## Appendix B for Students in NCY8 and below

Education Setting advice for the statutory Education Health and Care (EHC) Assessment

### Personal Details

<b>Name</b>	Felicia Bailey
<b>DOB</b>	01/01/2015
<b>Educational Setting</b>	Anytown
<b>Year Group</b>	3
<b>High Needs Funding Category:</b>	No Funding
<b>Educational Attendance %</b>	63
<b>Child in Care?</b>	No
<b>If yes Name of Local Authority</b>	
<b>Name of Social Care Officer:</b>	
<b>Primary Need</b>	Autistic Spectrum Condition (ASC)
<b>Diagnosis (if any)</b>	ASC/ PDA/ SPD

## Parent/Carer Details

Title	Forename	Surname	Relationship	Address Different to Student's?	Parental Responsibility
Mrs	Daisy	Bailey	Mother	No	Yes
Mr	Ron	Bailey	Father	No	Yes

If the Parent/Carer Address is different to the student's it will appear here:

Forename	Surname	Address Line 1	Address Line 2	Town	County	Postcode
Daisy	Bailey	No	123 Any Street	Anytown	Somerset	TA1 1DR
Ron	Bailey	No	123 Any Street	Anytown	Somerset	TA1 1DR

## Further Contact Details

Forename	Surname	Home Telephone Number	Work Telephone Number	Mobile Telephone Number	E-mail Address
Daisy	Bailey			07456123789	<a href="mailto:DaisyBailey1989@googelmail.com">DaisyBailey1989@googelmail.com</a>
Ron	Bailey			07654321987	RonBailey@gmail.com

## Parent/Carer Needs

Forename	Surname	Does the contact have a disability that we may need to consider when communicating with them?	If Yes, Please specify below:	Is an interpreter required?:
Daisy	Bailey	No		No
Ron	Bailey	No		No

Education Setting History

Name of Previous Education Setting (300 characters max):	Date attended Education Setting (From):	Date attended Education Setting (To):
Felicia has attended Anytown School since reception		

## Aspirations

### Student's aspirations (goals, ambitions or hopes of the student) (30,000 characters max):

What are your hopes and dreams?  
To have a cat and a dog.  
To do swimming club when older.  
What do you like doing and enjoy doings and are you good at?  
Swimming, painting and dancing.  
What new things would you like to try?  
Try new swim goggles  
Horse riding  
What is important to you?  
Mummy, daddy and Dianne  
Squishies  
Swimming  
What has worked well for you?  
Movement breaks  
Friendship timetable for breaks  
Play doh  
Movement break friend name cards  
Relaxed work  
What hasn't worked well for you?  
Wobble cushion  
Zones of regulation  
What do you think would make it easier for you?  
Whizzy dizzy time

### Parent/Carer aspirations (goals, ambitions or hopes of the Parent(s)/Carer(s)) (30,000 characters max):

Captured in Appendix A

## Progress and Attainment

Individual Progress Tracker - Early Years. Are you uploading this?:	No
Individual Progress Tracker - Key Stage 1 and above. Are you uploading this?:	Yes
Individual Progress Tracker - Key Stage 3 and above. Are you uploading this?:	No

## Progress and Attainment (Attachments)

If the SENCO has uploaded attachments to demonstrate the student's Progress and Attainment – any attachments they have uploaded to the SEND Portal will be listed here:

Attachment File Type:	docx
Attachment File Type:	
Attachment File Name:	Data – FB.docx
Attachment File Name:	

## Progress and Attainment (Summary)

<b>Progress and Attainment - a summary of the student's Progress and Attainment based on the data uploaded. (30,000 characters max):</b>
<p>Despite showing many areas of at least average cognitive ability, Felicia is struggling to make progress, demonstrated by her year 2 annual report in 2023 which states that she has dropped from on track to working below average for writing, from on track to just below for reading. Her SATS results also show that she did not meet standard for Science, and is working towards the expected standard for reading and writing. Maths- Felicia was On Track at the end of Year 1 88, in the Autumn Term of Year 2 she moved down to Below 85. In Spring Term of Year 2 she moved back up to Just Below 87. Her Salford Reading age is 7y 11m. In Autumn Year 3 – writing was more than one year below. In order to complete her assessments Felicia needs to be in a calm state, away from the classroom, have regular movement breaks and complete over a longer time frame</p>

## Student's Strengths

Please describe briefly the student's key areas of strength. You may wish to use bullet points.

It is important to describe positively what the student can do and has achieved and should be forward looking. It is therefore essential that reports reflect genuine strengths that the student has. A genuine strength is not an absence of need e.g. it is not sufficient to write 'John has no motor skills difficulties'.

Do not include phrases such as 'John has improved his gross motor skills' as the reader has no context in which to relate the progress back to - provide concrete information about what they can or cannot do at the current moment in time.

**Summary of student's strengths. (30,000 characters max):**

Felicia enjoys creative activities and sensory play. She is well liked by her peers and has good relationships with the adults at school. She enjoys swimming, painting and dancing. She tries hard with her learning. She has recently shown progress towards the following targets : Felicia will identify when she feels unable to participate in a task and needs an alternative choice from her selected activities and building friendships to include 3 children that she feels comfortable spending time with

## Special Educational Needs: Description of Needs

### Cognition and Learning: Description of Need (30,000 characters max):

Felicia's cognitive profile in her Autism and PDA profile diagnosis (May 2022) reveals that she has a spiky profile. She scored in the upper average range or above average in many of the areas tested such as picture memory and block design, however she scored below average or over than average on the information and matrix reasoning. Further assessments have shown strengths in visual spatial skills and verbal communication but weakness's in working memory and processing speed. She also has difficulties With some executive functioning skills, including planning, task initiation, organisatlon and sustained inattention. Felicia has a short attention span and finds it difficult to stay still for long periods. Felicia has gross and fine motor skill needs influencing her writing. She has difficulties retaining phonic knowledge and finds spelling difficult.

### Communication and Interaction: Description of Need (30,000 characters max):

Felicia finds it hard to express how she is feeling. She finds it very difficult to articulate her needs and wants. She needs adults to problem solve for her. She can also misunderstand details of conversation. Outside, during play, Felicia's focus and attention on active engagement with peers can waver sometimes. There are times when she can sustain good age-appropriate levels of attention and then there are times when she will With draw and seek solitude or adult attention/comfort.

Felicia has completed a TALC assessment, a test Of abstract language, she did not secure level 3 Which highlights she will have difficulties with expressing narratives and justifying. This will affect her ability to manage social situations with peers and adults. The Social and Communication Audit Tool also shows that Felicia struggles with social communication, she finds it hard in group situations if she is not controlling the conversation. She is unable to respond appropriately to the feelings of others, and finds it hard to listen to instructions and explanations as part of a group, she will often become fixated on one aspect of this.

### Social, Emotional and Wellbeing: Description of Need (30,000 characters max):

Felicia has been known to self harm through her anxiety. Anxiety about the school day has meant that she has come into school late. She has anxiety regarding perceived demands. She finds it hard to express when she feels overwhelmed. Felicia masks in school leading to emotional dysregulation and physical outbursts at home. She experiences fight, flight or freeze responses.

**Sensory and/or Physical: Description of Need (30,000 characters max):**

Felicia is orally fixated. She finds school uniform uncomfortable. Felicia finds the classroom noisy and finds it overwhelming. She needs sensory breaks during the day otherwise she finds it hard to regulate. Felicia will not walk very far she reports her legs hurt. She finds it difficult to sit still for long periods and is easily distracted by what is going on around her. Felicia misplaces items in school more so than her peers. She has significant sensory processing needs. Felicia is under incontinence team.

**Self-help and Independence Skills and Keeping Safe: Description of Need (30,000 characters max):**

Felicia requires support in school with her incontinence. She finds it difficult to keep herself safe when in a heightened state. Felicia has exhibited risky behaviours at home, endangering her own safety. She has tried to climb out of windows at home, and has become unsafe to transport in the car

**Special Educational Needs: Summary of Needs**

Please list the key areas of need covered in the previous step. (Step 10 - Special Educational Needs) Please ensure that each area of need listed below has corresponding Outcomes in the next section(s). (Steps 12 to 16 - Outcomes)

So, for example, in this section, you could list, in bullet points, as follows:

- Moderate Learning Difficulties
- Expressive language difficulties
- Receptive language difficulties
- Attention and concentration
- Organisational skills

**Summary of Need (30,000 characters max):**



Organisational Skills.

Attention and concentration

Average cognitive skills - specific difficulty with auditory, visual short term memory, processing speed and spellings.

Finds it difficult acquiring and retaining phonic knowledge.

Finds writing particularly difficult. planning and organising her ideas onto paper.

Executive functioning needs -planning, task initiation and remaining focussed on a task

Working memory needs and struggles to follow and remember multi step instruction

Overwhelmed by given too much verbal instruction.

Below average on information and matrix reasoning

Anxiety

Pathological demand avoidance.

Sensory Processing Disorder.

Autism Spectrum Condition

ADHD - under investigation

Difficulties from social and emotional regulation.

Social Communication and Interaction needs.

Difficulties with social use of language and pragmatics

Fine and gross motor skills needs affecting handwriting, balance and ability to walk long distances

Sleep difficulties.

Incontinence - toileting needs.

## Outcomes

Outcomes must take into account the student's views and aspirations and must link to the student's needs (the difficulties or the barriers they experience).

There should be an outcome for each primary area of need you have identified.

Outcomes should be specific, measurable, achievable, relevant and time bound (SMART).

- 'Specific and measurable' outcomes must be specific enough to clearly show what is important to and for the student, and to enable it to be measured, so that we know if it has been achieved or not. Professionals should avoid the use of vague words such as 'to develop' or 'to improve'.
- 'Achievable and relevant' outcomes must be achievable for the child and realistic across various timescales.
- 'Time bound' - there should be a range of long, medium and short term outcomes.

Long-term outcomes should be aligned with the student's aspirations and are best understood as a period of a few years or the current phase of their education. Medium outcomes cover their current key stage and short term are 6-12 months.

For example

By the end of Key Stage 2, John will demonstrate increased social skills, to a level where:

- he can build positive relationships with peers and adults, increasing trusting relationships with adults
- he does not make unkind comments or gestures to others

By the end of Key Stage 2, John will be able to concentrate in a whole class environment for 15 minutes on an adult-led activity.

### Outcomes: Cognition and Learning

**Cognition and Learning: Long-term outcomes (these should reflect the student's aspirations) (30,000 characters max):**

Long term target : To be able to self regulate around her learning,

**Cognition and Learning: Medium-term outcomes (these should span the student's current Key Stage) (30,000 characters max):**

Medium term target : Felicia will identify when she feels unable to participate in a task and needs an alternative choice from her selected activities

**Cognition and Learning: Short-term outcomes (these should be achievable within 6 to 12 months) (30,000 characters max):**

Short term target: To be able to identify self needs at least 3 times a day and communicate this either to an adult, peer or through visuals/ resources

**Cognition and Learning: Strategies and interventions in place to meet the outcomes above (30,000 characters max):**

Felicia requires frequent strategies and resources for support, which work in cycles' working screen, ear defenders, and visual aids such as timetable, verbal now/next, fidget aids, chewlery and a learning partner of choice to help her, designated seat in class, which is forward facing Felicia requires many one-step instructions so as not to overwhelm her and frequent check-ins to check progress and understanding. Felicia needs movement breaks to support her focus.

Adaptations need to be made to Felicia's learning environment to ease her anxiety and respond to her learning style. Due to Felicia's anxiety over assessments she needs special arrangements, 2:1 led by her class teacher, scribe and an adult to read the questions to her.

Quad - alternative provision in the afternoon to help develop fine and gross motor skills.

**Outcomes: Communication and Interaction**

**Communication and Interaction: Long-term outcomes (these should reflect the student's aspirations) (30,000 characters max):**

To increase her circle of friends

**Communication and Interaction: Medium-term outcomes (these should span the student's current Key Stage) (30,000 characters max):**

Build friendships to include 3 children that she feels comfortable spending time with.

**Communication and Interaction: Short-term outcomes (these should be achievable within 6 to 12 months) (30,000 characters max):**

To be able to use a friend plan for the day to help limit feelings of being overwhelmed by friendships

**Communication and Interaction: Strategies and interventions in place to meet the outcomes above (30,000 characters max):**

Felicia needs adults working with her to use PDA friendly language based a round choice.

Felicia needs adults to advocate for her and monitor social interactions.

Felicia Will need specific intervention to support her understanding of social situations and social communication.

Visuals will support her communication needs.

Specific interventions to support her development of her narrative and justification.

### **Outcomes: Social, Emotional and Wellbeing**

#### **Social, Emotional and Wellbeing: Long-term outcomes (these should reflect the student's aspirations) (30,000 characters max):**

To express her needs and wants.

#### **Social, Emotional and Wellbeing: Medium-term outcomes (these should span the student's current Key Stage) (30,000 characters max):**

Felicia will alert a staff member when she feels uncomfortable in a situation and needs support (could be via a peer)

#### **Social, Emotional and Wellbeing: Short-term outcomes (these should be achievable within 6 to 12 months) (30,000 characters max):**

Felicia will be able to use resources such as Zones Of Regulation language to describe how she is feeling/ use emotion stones/traffic light cards when she is uncomfortable

#### **Social, Emotional and Wellbeing: Strategies and interventions in place to meet the outcomes above (30,000 characters max):**

Meet and greet in the morning.

Felicia requires frequent movement breaks throughout the day to regulate her presented anxiety

Quad - alternative provision in the afternoon to meet her play and attachment needs.

Cognitive demand needs to be considered to ensure she does not become Overloaded She needs to be part of the design for her day and be heard by the adults around her.

She needs to have an exit plan.

This is accommodated by an EBSA support plan.

### **Outcomes: Sensory and/or Physical**

#### **Sensory and/or Physical: Long-term outcomes (these should reflect the student's aspirations) (30,000 characters max):**

Felicia will be able to use strategies to help regulate herself

#### **Sensory and/or Physical: Medium-term outcomes (these should span the student's current Key Stage) (30,000 characters max):**

Felicia will identify when she needs a movement break

**Sensory and/or Physical: Short-term outcomes (these should be achievable within 6 to 12 months) (30,000 characters max):**

Felicia will request a movement break

**Sensory and/or Physical: Strategies and interventions in place to meet the outcomes above (30,000 characters max):**

Proprioceptive strategies, such as deep pressure massage or gross motor sensory circuits. She uses chewlery throughout the day

Felicia needs adults to support her organisation.

Movement breaks.

Felicia attend Quad a school provision to support her sensory and physical needs.

**Outcomes: Self-help, independence and keeping safe****Self-help, independence and keeping safe: Long-term outcomes (these should reflect the student's aspirations) (30,000 characters max):**

For Felicia to recognise when she is feeling overwhelmed.

**Self-help, independence and keeping safe: Medium-term outcomes (these should span the student's current Key Stage) (30,000 characters max):**

For Felicia to develop strategies to calm herself.

**Self-help, independence and keeping safe: Short-term outcomes (these should be achievable within 6 to 12 months) (30,000 characters max):**

For Felicia to seek a safe space when she is feeling overwhelmed.

**Self-help, independence and keeping safe: Strategies and interventions in place to meet the outcomes above (30,000 characters max):**

This has included visual aids, social stories and supporting her by having a matching cup for drinking water. Each of these has worked for a time (before Felicia seeks change/disengages with chosen strategy. The PFSA working with the family has helped to complete a Safety Audit of the home(see Safety Audit document attached). She now has a Blue Badge.

**Additional Comments**

**Additional Comments (30,000 characters max):**

## Documents to Attach

Have you got permission from the student's parent(s) or carer(s) to submit this report?:	Description of additional report (30000 characters max):	File Type:	File Name:
Yes	Current support – January 2024	docx	Felicia current support (3).docx
Yes	Reviewed Autumn IEP	docx	Year 3 Autumn IEP FB (1).docx

## SEND Professional Portal Form Submission Details

<b>Submitted By:</b>	
<b>Submitted Date:</b>	30/01/2024 16:12:29
<b>Accepted By:</b>	JWILSON
<b>Accepted Date:</b>	31/01/2024