Report from XXXXXXXXX to accompany the request for EHCP for XXXX

DOB:

Address: XX

Background:

XXXXXXX was accepted onto the Early Support Pathway on XXX. He has attended preschool since XXXXX.

We are making this request because we feel he meets the guidance for Statutory Assessment as his needs are significantly impacting on his access to the curriculum and there is no evidence of progress despite parents and the setting acting on recommendations from other professionals.

He needs ongoing consistent support to continue to identify, assess and meet his SEN needs.

We strongly believe that the progress he has made is not relative to the amount of additional input and support he has received, which is over and above that which is normally provided for children without his additional needs.

We have sustained cycles of APDR to support this. There is a lack of progress in his developmental milestones which haven’t progressed.

In addition to this he has also had an MDT assessment and as a result received a diagnosis of Autism in XXXXX from Dr XXXXX.

Observations to inform the following developmental milestones have been made in the setting by practitioners and in the family home using the Birth to 5 Developmental guidance document.

XXX is currently XXX months of age.

**Personal Social, Emotional and Mental Health**

**Birth to 5 Matters**

**Making Relationships - Range 2 (range 2 is typically achieved at 12 – 18 months)**

**Sense of Self - Range 2 (range 2 is typically achieved at 12 – 18 months)**

**Understanding emotions - Range 2 (range 2 is typically achieved at 12 – 18 months)**

* XXX tolerates the company of others, but prefers to be alone or with a familiar adult.
* He does not always use eye contact appropriately.
* He does not always respond when spoken to, you have to catch his attention, usually with an object or toy and through repetition.
* He does not follow his mum’s gaze or a point.
* He will tolerate cuddles on his terms and only from very familiar adults.
* He does not appear to notice a change in the tone of mum’s voice.
* He has no stranger awareness and would go with anyone who had something motivating to him.
* He is not exploring new situations appropriately; he may on occasion reference back to a familiar person.
* He is beginning to tolerate playing alongside others but prefers to play alone.
* He cannot find eyes/nose etc on request.
* A consistent routine is followed at home so he does not get distressed.
* He can become repetitive in his play and it can be difficult to distract him from the repetitive action.
* He does not understand emotions in others and at times can struggle to regulate his own emotions, this can be affected by poor sleep patterns.
* It can be difficult to settle him after he has become distressed.
* He will only play cooperatively with an adult if the activity is motivating to him and is fast paced so that he does not have to wait more than a few seconds for his turn.
* If he cannot get an adult to get what he wants he will bypass them and try to do it himself by moving a chair etc.

**Communication and Interaction**

**Birth to 5 Matters**

**Listening and Attention - Range 2 (range 2 is typically achieved at 12 – 18 months)**

**Understanding - Range 2 (range 2 is typically achieved at 12 – 18 months)**

**Speaking - Range 2 (range 2 is typically achieved at 12 – 18 months)**

* XXXX may turn towards a sound, but it may have been needed to be repeated a few times to get his attention
* He does not naturally attend to a person talking, you need to specifically get his individual attention, this attention can be fleeting.
* He is not naturally exploring environments.
* His concentration is brief on self chosen activities unless playing on a device, he will do this for longer periods of time.
* He is not following instructions.
* He may try to pull an adult to try to get his needs met.
* He may pass something to an adult that he needs help with, for example changing something on a device he is playing with.
* He will push something away if he doesn’t want it.
* He does not use language to communicate, he may label or name and object or repeat back one or two key words from a sentence an adult has used.

**Sensory and Physical Development**

**Birth to 5 Matters**

**Moving and Handling - Range 3 (range 3 is typically achieved at 18 – 24 months)**

**Health and Self Care - Range 3 (range 3 is typically achieved at 18 – 24 months)**

* He is clumsy, he struggles to balance and coordinate his movements.
* He has no safety awareness; he will climb on things.
* He does not learn from experience, he will climb, fall and climb again.
* He is unable to feed himself with a spoon. Food needs to be cut into small pieces as he chokes easily
* He struggles to manipulate and fix lego bricks together.
* He is unable to walk up/down steps and stairs without support.
* He is currently reluctant to hold a pencil to make marks on paper, but he is able to use a tripod grip when he does.
* He likes to explore paint using his hands rather than with tools provided, he likes to squish the paint in his hands and watch it run off his fingers.

**Cognition and Learning**

**Literacy**

**Birth to 5 Matters**

**Reading/Writing - Range 3 (range 3 is typically achieved at 18 – 24 months)**

* Prefers things to be on his terms and following a similar daily routine.
* He will look at images and games on a device and can swipe and use buttons to meet his needs when using devices. He may pass the device to an adult if he needs support. He tends to repeat the same games/levels over and over again and can be quite repetitive in this.

**Mathematics**

**Birth to 5 Matters - Range 3 (range 3 is typically achieved at 18 – 24 months)**

* Concentration is fleeting, he does know the name of some numbers (1 – 10) these are always done in sequence.
* He is aware of some shape names.
* He is aware of some colours and can name them appropriately when prompted.

**Understanding of the World**

**Birth to 5 Matters**

**Past and present - Range 3 (range 3 is typically achieved at 18 – 24 months)**

**People, Culture and communities - Range 3 (range 3 is typically achieved at 18 – 24 months)**

**The Natural World - Range 3 (range 3 is typically achieved at 18 – 24 months)**

* XXX will scan the environment to find things motivating to him.
* He will repeat actions that provide him with some satisfaction/reinforcement, with this repetition there is always at risk of him becoming obsessive
* He would look for a motivating object dropped out of sight.
* He struggles to use things in more than one way and can be quite rigid in his thinking.

**Expressive Arts and design**

**Birth to 5 Matters**

**Creating with Materials - Range 3 (range 3 is typically achieved at 18 – 24 months)**

**Being Imaginative and Expressive - Range 3 (range 3 is typically achieved at 18 – 24 months)**

* XXX does not move to music.
* He does not clap or wave, even with prompting from an adult.
* He is not able to join in action songs and rhymes.
* He is unable to improvise with objects and use them for anything other than the purpose he thinks they should have.
* He is unable to express anything other than limited emotions through minimal actions and sounds.

**XXXXX XXXX - Setting senco**

**Date XXXX**