

EHCA Tool

Default statuses	Weighting
Rarely	1
Developing	2
Secured	3
Independent	4

Educational, Health and Care Assessment Tool

	Social, Emotional and Mental Health	Communication and Interaction	Self-care and Independence	Sensory and Physical Needs
Social, Emotional and Mental Health	<p>I can express my needs using single elements of communication (words, gestures, signs or symbols) e.g. biscuit drink, toilet</p> <p>I can express my feelings using single elements of communication (words, gestures, signs or symbols). E.g. happy, sad</p> <p>I can identify and name emotions</p>			

I can identify kind and unkind behaviour

I can explain how different emotions affect my body

I can begin to respond to the feelings of others for example matching their emotions and becoming upset

I can show that I understand kind and unkind actions.

I can combine two basic concepts when expressing my feelings.

I can combine two basic concepts when expressing my needs.

I can combine two basic concepts when expressing my choices.

I can suggest ways I might be able to cope with change.

I can actively seek help in a range of situations, e.g. help in social situations.

I can identify simple strategies I would use to manage my feeling and emotions.

I can identify major life changing events and associated emotions, e.g. moving home, death of loved one, life changing illness or accident.

I can persevere when challenged

I can display positive behaviour to peers

I can display positive behaviour to adults

I can conform to school behaviour expectations.

I feel comfortable in new situations / experiences or around new adults.

I can comply with commands.

I can accept things are not going their own way.

	<p>I am able to self soothe and regulate to calm when anxious, upset or angry.</p> <p>I can accept mistakes</p> <p>I am well motivated</p> <p>I can control my emotions</p>			
Communication and Interaction		<p>I can play alongside others children in a familiar environment</p> <p>I can take part in work involving two or three others in a familiar environment</p> <p>I can wait to take my turn in a basic adult led game e.g. pass the parcel</p> <p>I can share out resources in preparation for work or play activities for my group</p> <p>I can use language of social convention appropriately e.g. Hello, goodbye, please thank you, holding a door open.</p> <p>I can use agreed codes of social behaviour appropriately. E.g.</p>		

waiting in line, holding a door open

I can join in discussions by responding appropriately to simple questions and experiences

I can show that I know what kind of physical contact is acceptable, comfortable when approaching or interacting with new people.
E.g. not hugging.

I can indicate that there are rules in the classroom and around the school e.g. drawing attention to signs, symbols etc

I can support others following the rules for games and activities e.g. helping a less able pupil in assembly.

I can leave a space for others to speak/ take turns

I can listen and respond to others views

I can understand when I need to apologise for my behaviour e.g. say sorry appropriately.

I can help to construct and agree to follow group and class rules and understand that rules can help me

I understand appropriate and inappropriate touch.

I can identify key characteristics of healthy or unhealthy relationships

I can suggest considerations to be made when entering a sexual relationship

I can show that I know who to go to in a variety of environments if I am worried, feel unsafe or bullied.

I am aware of mental health issues

I can identify symptoms of change in my mental health

A positive attitude towards staff

A positive attitude towards peers

Cooperates with peers

Able to maintain friendships

Is not dependent on an adult figure

Able to form close bonds with peers

Participates and offers verbal response

Happy to work in groups and undertakes taking turns, waiting in turn to speak.

Expressive communication - shows an interest in communication and interaction

Speech is clear and can be easily understood by all

I can play alongside my peers

I can play with my peers

I can comprehend and follow daily instructions and simple explanations

		<p>I can initiate conversations with peers</p> <p>I can initiate conversations with adults</p> <p>I can maintain conversations with peers</p> <p>I can maintain conversations with adults</p>	
Self-Care and Independence			<p>I can name main body parts e.g. head, neck, face, legs, arms, chest, stomach, back, legs, hand and feet</p> <p>I can indicate several ways in which I need to keep my body clean and healthy e.g. showering, cleaning teeth, shampooing hair, cutting nails.</p> <p>I can begin to understand that my body will change as I get older</p> <p>I can name my external genitalia</p> <p>I can identify main changes that take place during puberty</p>

including both physical and mental changes

I can identify a risk

I know my personal details

I can identify when it is necessary to call the emergency services

I can identify ways to keep myself safe in different situations

I can show that I know that I need to take some responsibility for my own safety and that of others

I can make an emergency call when needed

I can identify safe and unsafe use of the internet

I can identify a range of ways I can ensure my safety on the internet.

I am aware that choices we make have consequences.

I am aware of time.

I am able to manage time.

I am aware of money.

I am able to manage money.

I can demonstrate independence and self-help skills according to my age ability.

I can travel independently outside of school (by bike, bus or walking)

I can perform simple class routines independently

I can use the toilet independently

I can get dressed and undressed for PE independently

I can persevere when challenged

I will have a go at work tasks independently

Sensory and
Physical Needs

Can perform fine
motor activities to
age related
expectations

I can do a zip up

I can do up and
undo buttons

I have a good pencil
grip - 3 fingered
grasp for writing

I have good control
over my pencil.

I use good pressure
with my pencil.

I use the correct
number and letter
formation

I can cut well with
scissors

I can tie shoe laces

I have a good pincer
grip

I can perform gross motor activities to age related expectations

I have good balance

I have good co-ordination

I have good motor skills

I can walk in a straight line in a controlled manner.

I have good hand eye co-ordination skills

I am able to react to unexpected or loud noises appropriately

I can cope with noise

I can cope with smells

				<p>I am able to touch different textures I can cope with visual stimulation</p> <p>I am able to learn via a multi-sensory approach</p> <p>I am able to cope and control my sensory needs</p> <p>I can self-regulate my sensory needs.</p>
Stage 14				