For professionals: example EHCP Section B wording

Section B and Section F of the EHCP must state that placement within the Cognition and Learning Unit is required. Examples of Section B are set out below, by area of need.

Communication & Interaction	
Strengths	Needs
• Confident in expressing personal views and interests to trusted adults within low-demand, 1:1, or small-group environments. • Speech production is intelligible at single-word and simple sentence levels. • Demonstrates warm communicative intent, a good sense of humor, and eagerness to share practical ideas verbally.	• Receptive language skills are significantly delayed, with language comprehension operating 2 to 4 years below chronological age. • Marked difficulty processing and retaining multi-step verbal instructions exceeding 1 or 2 steps without visual prompt cards. • Expressive language deficits characterised by a restricted vocabulary, immature grammar, jumbled sentence structures, and word-finding difficulties. • Presence of echolalia, literal interpretation of language, and difficulty understanding idioms, abstract metaphors, or complex social rules. • Impaired reciprocal conversational skills, struggling with conversational turn-taking, interrupting politely, maintaining topic focus, and interpreting peer non-verbal social cues

Communication & Interaction	
Strengths	Needs
• High motivation, curiosity, and engagement in practical, visual, and creative subjects including Art, Computing, PE, and Design Technology. • Shows good resilience and willingness to learn when tasks are broken down into short steps and supported with concrete manipulatives.	• Academic attainment across core subjects operates at mid Key Stage 2 standards, placing academic performance 2 to 3 years below chronological peers. • Mean Standardised CAT 4 Score < 80 • Reading Age typically below 10 years of age. • Severe working memory deficits and poor auditory retention, resulting in rapid regression of skills after weekends or school breaks without continuous overlearning. • Significant literacy barriers, including phonological decoding deficits, severe spelling age delays, and specific learning difficulties / dyslexia markers. • Cumulative mathematical gaps in fundamental concepts, including place value, number bonds,

	inverse operations, time, money, and mathematical word problems. • Underdeveloped executive functioning and metacognitive skills, requiring structured adult scaffolding to plan, initiate, monitor, and complete independent learning tasks.

Social, Emotional & Mental Health	
Strengths	Needs
• Polite, caring, and empathetic nature towards staff, peers, animals, and younger pupils. • Responds positively to structured task-specific praise, nurture-based approaches, and clear predictable daily routines. • Can access a mainstream provision as part of the mainstream student body. • Is able to socialise without support during unstructured periods. •	• High underlying anxiety and hypervigilance, exhibiting fight/flight/freeze stress responses when faced with unexpected routine changes, loud noise, or unfamiliar environments. • Propensity to mask distress and academic frustration in school, which leads to task avoidance, emotional exhaustion, or distress at home. • Vulnerability in peer interactions due to an immature understanding of social norms, difficulty managing emotional dysregulation, and susceptibility to copycat behaviors.

Sensory & Physical	
Strengths	Needs
• Active participation in gross motor activities, physical sports, outdoor learning, and gym trails.	• Fine motor co-ordination and handwriting difficulties, causing fatigue and hindering legibility during extended written tasks. • Reduced physical danger awareness, stranger danger comprehension, and daily living self-management skills. • Sensory processing sensitivities, including aversion to loud acoustic environments, tactile clothing/food preferences, and a requirement for movement breaks / sensory diet interventions.