****

**EDUCATIONAL SETTING**

**Advice Form / Request for Education, Health and Care (EHC) Needs Assessment (Year 8 and Below)**

Please insert photo of child (if have permission)

**This form must be completed electronically.**

**Guidance for completing this form can be found on the** [**Local Offer**](https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=XbfxSF63VsA)

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| **SECTION 1: PERSONAL INFORMATION**  **(Complete sections where information is held by setting)** |

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| **DETAILS OF THE CHILD** | | | |
| First name |  | Surname |  |
| Date of birth |  | Gender |  |
| Home Address |  | | |
| Contact details |  | Ethnicity |  |
| Nationality |  | Religion |  |
| Home language |  | Is an interpreter required? | Yes / No |
| Does the child have a registered disability? | Yes / No | Higher Needs Funding (HNF) Band |  |
| Current school / educational setting and address |  | | |
| Year group |  | UPN |  |

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| **PARENT/CARER DETAILS** | | |
|  | **Parent / Carer 1** | **Parent / Carer 2** |
| Title |  |  |
| First name |  |  |
| Surname |  |  |
| Relationship to child/young person |  |  |
| Parental responsibility? | Yes / No | Yes / No |
| Home address (if different to child/ young person) |  |  |
| Contact telephone number/s |  |  |
| Email |  |  |
| When and how is best to contact? |  |  |
| Home language |  |  |
| Is an interpreter required? | Yes / No | Yes / No |

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| **ADDITIONAL INFORMATION** | | | |
| NHS Number |  | GP and Practice Address |  |
| Please tell us if the child is currently or has previously been:   |  |  |  | | --- | --- | --- | |  | Currently | Previously | | Open to Early Help (CAF) |  |  | | Open to Social Care (CiN/CPP) |  |  | | A Child in Care (Looked After) |  |  | | Open to Youth Justice Service |  |  | | Open to School Attendance Service |  |  | |  |  |  | | | | |
| Personal Education Plan (PEP)? | Yes / No | Review Date |  |
| Does the child meet the criteria for Continuing Care?  <https://www.gov.uk/government/publications/children-and-young-peoples-continuing-care-national-framework> | | | Yes / No |

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| **SECTION 2: BACKGROUND INFORMATION** |

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| **ABOUT [NAME]** |
| *Please provide a brief summary of the child’s history, home life, friendships and other important relationships, interests, etc.* |

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| **EDUCATION** | |
| Current education setting | Date commenced |
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| Previous education settings (where applicable) | Dates attended |
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| **DETAILS OF THE CURRENT OR PREVIOUS SEN SUPPORT AND**  **INTERVENTIONS IN PLACE TO MEET THE NEEDS**  E.g., additional and/or specialist staff support, teaching arrangements, the use of the graduated response. Include start dates and information about impact achieved |
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| **WHO ELSE IS CURRENTLY OR HAS PREVIOUSLY BEEN INVOLVED WITH THE CHILD**  (E.g. specialist education services, health, therapy and care services) | | | |
| **Worker name** | **Role, team & organisation / service** | **Contact details** | **Dates involved** |
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**If you identify a situation at home that is worrying you and there is no support currently in place, go to** [**https://cypportal.suffolk.gov.uk/web/portal/pages/home**](https://cypportal.suffolk.gov.uk/web/portal/pages/home) **to make a referral.**

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| **SECTION 3: VIEWS OF THE CHILD**  **AND THEIR PARENTS/CARERS** |

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| **PERSON-CENTRED PLANNING** |  |
| I have involved the child and their parents/carers and have taken their views and aspirations into account in the production of this advice / request for assessment | Yes / No |
| I have included the Child Views page or equivalent with this advice / request for assessment. (Template on the Local Offer website [here](https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=XbfxSF63VsA)) | Yes / No |
| I have included the Family Advice form with this advice / request for assessment (Parents/carers can return the completed form directly to Family Services if they wish) | Yes / No |
| I have included the child’s one page profile with this advice / request for assessment. A template is on the Local Offer website [here](https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=XbfxSF63VsA).  *A one page profile should include:*   * *Child’s name* * *Photo / self-portrait* * *What is important to them now and in the future (in school and life)* * *What others like and admire about them (ask others for their thoughts)* * *How best to communicate with them, support them and help them to make decisions* | Yes / No |

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| If the child has not been able or willing to complete a views form / formally share their views as part of the EHC needs assessment, please let us know about any hopes and aspirations they have previously shared, anything that they enjoy / makes them happy and any worries they have shared. |
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| **SECTION 4: IDENTIFIED SPECIAL EDUCATIONAL NEEDS, STRENGTHS,**  **DESIRED OUTCOMES AND SUGGESTED PROVISION (Year 8 and below)** |

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| **Area(s) of Need Identified**  *Indicate the key area(s) of need for the child*  *Please ensure each area selected has completed needs, desired outcomes and provision below* | | | |
| Communication and interaction |  | Physical |  |
| Cognition and learning |  | Health |  |
| Social, emotional and mental health |  | Home and Community Life (Social Care) |  |
| Sensory (Hearing / Visual Impairment) |  |  | |

**An Education, Health and Care Plan will identify a child/young person’s needs and the support that will enable them to achieve their long-term best hopes and ambitions.**

**Please provide details of the child’s education, health and care needs and their strengths in relation to these needs. If no needs are identified in a section, please indicate ‘No needs identified’. Append any relevant documentation.**

**Progress is measured against agreed outcome targets. An outcome is something a child/young person will be able to do, understand and demonstrate. Outcomes should be person-centred, as well as specific, measurable, achievable, relevant and time bound (SMART).**

**Consider medium term outcomes that will support the child to progress towards achieving their long-term outcomes and meet their needs. Outcomes will be reviewed formally each year through an annual review.**

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| **COMMUNICATION AND INTERACTION** |

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| **Speech and Language**  Including expressive language, speech skills and receptive language | |
| **Strengths**  What can the child do well, where are they making progress? |  |
| **SEN & Impact**  What difficulties does the child have / what are barriers to learning in this area and what is impact on learning*?* |  |
| **Social Communication & Interaction**  Other communication skills, including conversational skills and non-verbal skills | |
| **Strengths** |  |
| **SEN & Impact** |  |

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| **Medium-term outcomes** and the short-term targets towards achieving these  *Outcomes should be SMART and span their current key stage, or the next key stage where relevant. For pre-school aged children the timescales may be shorter, e.g. by the time they start school, by the end of Reception year.* | | | |
| **Outcome:** |  | | |
| Short term targets: | | | |
| **Educational provision – support needed to help the child achieve the above desired outcome**  *(this should include teaching approaches, staffing arrangements and resources or programmes. Provision should be as specific and quantified as possible)* | | **Frequency**  *(e.g., how often, how many minutes/ hours, for how long)* | **Provided by** |
|  | |  |  |
|  | |  |  |
| **Provide details of any additional funding/resources that may be required to resource provision:** | | | |
|  | | | |

(There can be as many outcomes and/or provision as needed – copy & paste / delete rows)

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| --- | --- | --- | --- |
| **Outcome:** |  | | |
| Short term targets: | | | |
| **Educational provision – support needed to help the child achieve the above desired outcome**  *(this should include teaching approaches, staffing arrangements and resources or programmes. Provision should be as specific and quantified as possible)* | | **Frequency**  *(e.g., how often, how many minutes/ hours, for how long)* | **Provided by** |
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| **Provide details of any additional funding/resources that may be required to resource provision:** | | | |
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| **COGNITION AND LEARNING** |

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| **Cognitive Development**  Including play and learning skills, progress and current level of skills based on assessments and observations | |
| **Strengths**  What can the child do well, where are they making progress? |  |
| **SEN & Impact**  What difficulties does the child have / what are barriers to learning in this area and what is impact on learning*?* |  |
| **Approach to Learning**  Including attention, motivation and independent working skills and ability to follow adult-directed tasks | |
| **Strengths** |  |
| **SEN & Impact** |  |

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| **Medium-term outcomes** and the short-term targets towards achieving these  *Outcomes should span their current key stage, or the next key stage where relevant. For pre-school aged children the timescales may be shorter, e.g. by the time they start school, by the end of Reception year.* | | | |
| **Outcome:** |  | | |
| Short term targets: | | | |
| **Educational provision – support needed to help the child achieve the above desired outcome**  *(this should include teaching approaches, staffing arrangements and resources or programmes. Provision should be as specific and quantified as possible)* | | **Frequency**  *(e.g., how often, how many minutes/ hours, for how long)* | **Provided by** |
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| **Provide details of any additional funding/resources that may be required to resource the provision:** | | | |
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(There can be as many outcomes and/or provision as needed – copy & paste / delete rows)

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| **Outcome:** |  | | |
| Short term targets: | | | |
| **Educational provision – support needed to help the child achieve the above desired outcome**  *(this should include teaching approaches, staffing arrangements and resources or programmes. Provision should be as specific and quantified as possible)* | | **Frequency**  *(e.g., how often, how many minutes/ hours, for how long)* | **Provided by** |
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| **Provide details of any additional funding/resources that may be required to resource the provision:** | | | |
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| **SOCIAL, EMOTIONAL AND MENTAL HEALTH** |

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| **Social Interaction and Independence**  Including relationships with peers and adults, working with others, emotional awareness and understanding, attachment difficulties | |
| **Strengths**  What can the child do well, where are they making progress? |  |
| **SEN & Impact**  What difficulties does the child have / what are barriers to learning in this area and what is impact on learning*?* |  |
| **Emotional Wellbeing**  Including emotional regulation, anxiety, self-esteem | |
| **Strengths** |  |
| **SEN & Impact** |  |

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| **Medium-term outcomes** and the short-term targets towards achieving these  *Outcomes should span their current key stage, or the next key stage where relevant. For pre-school aged children the timescales may be shorter, e.g. by the time they start school, by the end of Reception year.* | | | |
| **Outcome:** |  | | |
| Short term targets: | | | |
| **Educational provision – support needed to help the child achieve the above desired outcome**  *(this should include teaching approaches, staffing arrangements and resources or programmes. Provision should be as specific and quantified as possible)* | | **Frequency**  *(e.g., how often, how many minutes/ hours, for how long)* | **Provided by** |
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| **Provide details of any additional funding/resources that may be required to resource the provision:** | | | |
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(There can be as many outcomes and/or provision as needed – copy & paste / delete rows)

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| --- | --- | --- | --- |
| **Outcome:** |  | | |
| Short term targets: | | | |
| **Educational provision – support needed to help the child achieve the above desired outcome**  *(this should include teaching approaches, staffing arrangements and resources or programmes. Provision should be as specific and quantified as possible)* | | **Frequency**  *(e.g., how often, how many minutes/ hours, for how long)* | **Provided by** |
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| **Provide details of any additional funding/resources that may be required to resource the provision:** | | | |
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| **SENSORY**  Including vision / hearing impairments, multi-sensory impairment | |
| **Strengths**  What can the child do well, where are they making progress? |  |
| **SEN & Impact**  What difficulties does the child have / what are barriers to learning in this area and what is impact on learning*?* |  |

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| **Medium-term outcomes** and the short-term targets towards achieving these  *Outcomes should span their current key stage, or the next key stage where relevant. For pre-school aged children the timescales may be shorter, e.g. by the time they start school, by the end of Reception year.* | | | |
| **Outcome:** |  | | |
| Short term targets: | | | |
| **Educational provision – support needed to help the child achieve the above desired outcome**  *(this should include teaching approaches, staffing arrangements and resources or programmes. Provision should be as specific and quantified as possible)* | | **Frequency**  *(e.g., how often, how many minutes/ hours, for how long)* | **Provided by** |
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| **Provide details of any additional funding/resources that may be required to resource the provision:** | | | |
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(There can be as many outcomes and/or provision as needed – copy & paste / delete rows)

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| **PHYSICAL** |

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| **Physical**  Including gross / fine motor skills, mobility, coordination, balance | |
| **Strengths**  What can the child do well, where are they making progress? |  |
| **SEN & Impact**  What difficulties does the child have / what are barriers to learning in this area and what is impact on learning*?* |  |
| **Self-help**  Including feeding, toileting, dressing, washing | |
| **Strengths** |  |
| **SEN & Impact** |  |

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| **Medium-term outcomes** and the short-term targets towards achieving these  *Outcomes should span their current key stage, or the next key stage where relevant. For pre-school aged children the timescales may be shorter, e.g. by the time they start school, by the end of Reception year.* | | | |
| **Outcome:** |  | | |
| Short term targets: | | | |
| **Educational provision – support needed to help the child achieve the above desired outcome**  *(this should include teaching approaches, staffing arrangements and resources or programmes. Provision should be as specific and quantified as possible)* | | **Frequency**  *(how often, how many minutes/ hours, for how long)* | **Provided by** |
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| **Provide details of any additional funding/resources that may be required to resource the provision:** | | | |
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(There can be as many outcomes and/or provision as needed – copy & paste / delete rows)

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| **Outcome:** |  | | |
| Short term targets to achieve this: | | | |
| **Educational provision – support needed to help the child achieve the above desired outcome**  *(this should include teaching approaches, staffing arrangements and resources or programmes. Provision should be as specific and quantified as possible)* | | **Frequency**  *(how often, how many minutes/ hours, for how long)* | **Provided by** |
|  | |  |  |
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| **Provide details of any additional funding/resources that may be required to resource the provision:** | | | |
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| **HEALTH**  Medical issues that have an impact on education |

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| **Strengths** |  |
| **Health Needs & Impact**  What medical issues does the child have? What is impact on learning*?* |  |
| **Support and intervention already in place to meet the needs** |  |

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| **HOME AND COMMUNITY LIFE**  **(SOCIAL CARE)**  Needs can relate to the child/young person’s SEN which require provision under [section 2 of the Chronically Sick and Disabled Persons Act 1970](http://www.legislation.gov.uk/ukpga/1970/44/section/2); and/or other social care needs which are not linked to the child/young person’s SEN or disability, e.g. reference to CAF, child in need or child protection plan relating to other family issues. |

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| **Strengths** |  |
| **Social care needs**  What is the impact of the child’s SEN or disability on life at home and in the community?  Are there other social care needs not linked to the child’s needs? |  |
| **Support and intervention already in place to meet the needs** |  |

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| **Provide details of academic attainment or developmental milestones and progress over time, including (where relevant):**   * **EYFS GLD** * **KS1 phonics score** * **KS1 Teacher Assessment in Reading/Writing/Maths** * **KS2 Reading/Writing/Maths with standardised scores** * **KS3 current assessments** * **KS4 current assessments/predictions** * **Standardised assessments for Reading/Writing/Maths/working memory/BPVS and any others which demonstrate both the pupil’s strengths and difficulties within the areas of need identified.** |
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| **Attendance for the last 12 months:** |  | **Fixed term or permanent exclusions in the last 12 months? Provide details:** |  |
| **If the child has been out of school, what impact has this had on them and their learning?** | |  | |

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| **SECTION 5: SUPPORTING EVIDENCE / DOCUMENTS** |

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| **Documents attached with this request for assessment /advice form** | **Mark with [X] if appended.** |
| One Page Profile (this **must** be attached) |  |
| Child’s Views |  |
| Family Advice |  |
| Baseline Assessments |  |
| Pupil Progress data (this **must** be attached) |  |
| **Additional attachments/information/reports**: | |
| Any medical diagnoses |  |
| Copies of any Learning Plans, Intervention Plans, Provision Maps, Behaviour Support Plans and/or PSPs and recent reviews |  |
| Permanent Exclusion Paperwork |  |
| Copy of Annual Reviews (for reassessment requests) |  |
| **Report received from** | |
| County Inclusion Support Service (CISS) |  |
| Dyslexia Outreach Team (DOT) |  |
| Sensory and Communication Service |  |
| Psychology and Therapeutic Services |  |
| Alternative Tuition Service |  |
| Social Care / Early Help |  |
| Youth Justice Service (previously Youth Offending Service) |  |
| Other (please specify) | |

**This** **request for assessment needs to be supported by additional evidence. Only include reports completed in the last 18 months**

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| **SECTION 6: CHILD/YOUNG PERSON AND/OR PARENT/CARER CONSENT** |

**Who is signing this consent?**

Child

Parent/carer with parental responsibility

I/We confirm that I/we have had the opportunity to read through/discuss the contents of this request for EHC Needs Assessment / Educational Advice.

I/We understand that:

* I/We will be contacted by the Local Authority when this request for assessment is received so I/we know the names and contact details of the Family Services Officer for my/our child.
* I/We will be offered a meeting so that I/we can discuss my/our child’s strengths and needs and the additional support I/we consider may be needed.
* If I/we accept the offer of a meeting, I/we can choose who leads the meeting and suggest who attends, if they are available.
* I/We can decline the meeting and choose to send our written views and any other information by post.
* If an education health and care needs assessment is agreed this form will be used as the Educational Advice.
* Personal information about me/my child/children may be shared with other professionals who are or have been involved with me/my child, and the Local Authority will seek relevant information from them to help identify needs and decide what additional provision may be needed. Please indicate any exceptions.

I am/we are in agreement with the information included in this form

I/we agree to this request for an education, health and care needs assessment (where the request is being made by the education setting)

I/we agree to an assessment by an educational psychologist if required in order to provide advice for this assessment.

**Child:**

Signed........................................................... Date......................................................

**Parent/Carers**

Signed........................................................... Date......................................................

Signed........................................................... Date......................................................

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| --- | --- | --- | --- |
| **Name of person completing this form** |  | | |
| **Job title/role & Setting name** |  | | |
| **Email address** |  | | |
| **Contact number/s** |  | | |
| **Signature** |  | **Date** |  |

**Once completed, please return this document securely to the relevant Family Services Team:**

Lowestoft & Waveney (Lowestoft Office): [SENDLW@suffolk.gov.uk](mailto:SENDLW@suffolk.gov.uk)

Ipswich, Coastal & South Suffolk (Ipswich Office): [SENDSS@suffolk.gov.uk](mailto:SENDSS@suffolk.gov.uk)

West & Central Suffolk (Bury St Edmunds Office):  [SENDWS@suffolk.gov.uk](mailto:SENDWS@suffolk.gov.uk )