

## Early Help Assessment and Plan Review

Date the family agreed with the initial completed EHAP 01/09/2023

Date of previous review: 01/09/2023

Date of this review: 03/11/2023

Review number: 1

### 1. Family Details

Details of all the children in the family:

Name	Address	Date of Birth (DOB)/ Estimated Due Date (EDD)	Gender	Ethnicity	Religion	Tick if they attended the meeting
Peppa Pig	3 Astley Street Peppatown, Peppaland BS37 0DD	31/05/2016	Female	White	Christian	<input checked="" type="checkbox"/>
George Pig	3 Astley Street Peppatown, Peppaland BS37 0DD	09/02/2021	Male	White	Christian	<input type="checkbox"/>

Details of all the adults/carers/guardians in the family:

Name	Relationship to the child/ren	Tick if they have Parental Responsibility	Address	Gender	Ethnicity	Religion	Contact Details (email/contact number)	Tick if they attended the meeting
Mummy Pig	Mum	<input checked="" type="checkbox"/>	3 Astley Street Peppatown, Peppaland BS37 0DD	Female	White	Christian	<a href="mailto:Mummy.pig@gmail.com">Mummy.pig@gmail.com</a> 12345 678912	<input checked="" type="checkbox"/>
Daddy Pig	Dad	<input checked="" type="checkbox"/>	3 Astley Street Peppatown, Peppaland BS37 0DD	Male	White	Christian	<a href="mailto:Daddy.pig@gmail.com">Daddy.pig@gmail.com</a> 23456 789123	<input checked="" type="checkbox"/>
Granny Pig	Maternal Grandmother	<input type="checkbox"/>	5 Sty Lane Peppatown, Peppaland BS37 0DD	Female	White	Information Not Obtained	<a href="mailto:Granny.pig@gmail.com">Granny.pig@gmail.com</a> 34567 891234	<input checked="" type="checkbox"/>
Grandpa Pig	Maternal Grandfather	<input type="checkbox"/>	5 Sty Lane Peppatown, Peppaland BS37 0DD	Male	White	Information Not Obtained	<a href="mailto:Grandpa.pig@gmail.com">Grandpa.pig@gmail.com</a> 45678 912345	<input checked="" type="checkbox"/>

Communication needs for any of the people involved in this assessment:

No communication needs have been identified at the time of assessment. However, Mummy Pig struggles with social anxiety and can be overwhelmed in meetings with a lot of professionals. Both parents work it is best to try and reach them by phone as well as email. Both parents would like to attend meetings, work permitting.

**Details of the people who are supporting the family** Record the details for any professionals or agencies supporting the family, e.g., GP, Health Visitor, pre-school, school. Include a phone contact number and email where the professional is happy for this to be shared with the family.

Name of the person who is supporting the child/family	Role/Relationship to the child/family	Setting/ Organisation	Contact Details (email/contact number)	Tick if Lead Professional	Tick if they attended the meeting
Mrs Gigi Gazelle	Peppa's Teacher and SENCO	Little Pig Primary School	<a href="mailto:g.gazelle@lpps.co.uk">g.gazelle@lpps.co.uk</a> 01234 567890	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Mr Franklin Bull	Headteacher	Little Pig Primary School	<a href="mailto:m.bull@lpps.co.uk">m.bull@lpps.co.uk</a> 01234567891	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Dr Brown Bear	Peppa's Paediatrician	Happy Pig Surgery	<a href="mailto:Dr.brown.bear@happypigsurgery.co.uk">Dr.brown.bear@happypigsurgery.co.uk</a> 02345 678910	<input type="checkbox"/>	<input type="checkbox"/>
Miss Anne Rabbit	George's Nursery Teacher	Tiny Piglets Nursery	<a href="mailto:Anne.rabbit@tinypiglets.co.uk">Anne.rabbit@tinypiglets.co.uk</a> 034567 891023	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mrs Sheep	Peppa's ELSA Practitioner	Little Pig Primary School	<a href="mailto:Mrs.sheep@lpps.co.uk">Mrs.sheep@lpps.co.uk</a> 01234567899	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Miss Fran Fox	The Family's Support Worker	Caring for Communities and People (CCP)	<a href="mailto:Fran.fox@ccp.co.org">Fran.fox@ccp.co.org</a> 045678 901234	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**2a. General Update** This should be written clearly and in language the children can understand.

**What has been going well since we last met?** Include the views of all family members and the views of anyone supporting the family, using their own words where possible/appropriate.

- How have things been better? When have you been able to do things differently and how has this helped?
- Who are the people who have helped things be better and what have they done that has helped?

*Please consider:*

- **Child's Development:** health, speech, language and communication development, emotional and social development, behavioural/physical/cognitive/educational development, identity, self-esteem, self-image, social presentation, relationships with family, self-care skills and independence
- **Parenting Capacity:** basic care, ability to ensure safety and protection, emotional warmth, stimulation, guidance and boundaries, stability, health, communication
- **Family and Community:** family history, functioning and wellbeing, wider family, housing situation (i.e., stable, safe), employment and financial situations, social and community resources and networks, family's social integration

### **Child/ren's Views:**

#### **Peppa:**

- "I'm getting on better with my friends. I don't mind sharing with them sometimes."
- Peppa said she likes working with Mrs Sheep. Peppa said "we talk about my feelings, and it helps me feel better." Peppa said that Mrs Sheep is teaching her ways to not get so angry. Peppa said "more kids want to play with me at playtime now."
- Peppa said that she's finding it easier to pay attention in class. Peppa said, "Mrs Gazelle gives me breaks so my brain doesn't get so tired." Peppa said she likes going to school most days.
- Peppa said she likes that she has been spending more time with her granny and grandpa. Peppa said, "Grandpa takes us on his boat and Granny is teaching me to grow vegetables."
- I started doing Brownies and I get to ride my bike and go camping with my friends.

#### **George:**

- George said he is "happy," and he loves "Papa Ig's (grandpa's) boat."

### **Parent's/Carer's/Family Member's Views:**

#### **Mummy and Daddy Pig:**

- Mummy and Daddy Pig said they've been working with Miss Fox and they're finding this useful. Mummy said, "Fran has been working with us to have stronger routines for Peppa and George." Daddy said that the children have a better idea of what they need to do so "things are going smoother and Peppa and George have fewer tantrums." Both parents said they feel like they're getting on the same page with their parenting. Mummy said, "Peppa doesn't always like when we say no, but we don't give in and she's starting to understand this."
- Daddy said that Peppa's work with Mrs Sheep seems to be going well. Daddy said that Peppa only shouts "sometimes" which is better than it was. Daddy said, "I'm happy because Peppa hasn't pushed me. Peppa has learned strategies that are helping her manage her feelings."

- Mummy said that the children are going to bed earlier thanks to their new routines. Mummy said that this is making it easier for the children to get up in the morning. She also said that this gives her and Daddy time to unwind in the evening and spend a bit more time together.
- Daddy said that he and Mummy have been asking for more help with Peppa and George. Daddy said that the children have been spending more time with Granny and Grandpa Pig. Daddy said, "Peppa and George love their grandparents and enjoy this time. Mummy and I are enjoying having some time to get things done around the house and to do things we otherwise wouldn't have time for." Mummy said that she has talked to her friends and the parents of her children's friends to arrange playdates for Peppa and George. She said that this has helped her be more social. Mummy said, "I feel more supported now that we've reached out."
- Mummy said that Mrs Gazelle has helped them with ideas of how to keep Peppa focused at home and ways to manage her energy. Mummy said that she and Daddy make sure Peppa has chances to play and jump in puddles. Mummy said that they try to keep explanations and requests short so Peppa can remember what she needs to do. Daddy said this seems to be helping and they're all getting less frustrated.
- Daddy said that Peppa has started Brownies and it is a great outlet for her natural energy and leadership skills.
- Daddy said that he and Mummy have talked to their GP about how they're feeling. Daddy said that the GP gave them signposting information and advice. Both parents said this was useful and they are on a waiting list for counselling.

#### **Granny and Grandpa Pig:**

- Granny said, "we've been having the children more often. I try to do things with Peppa and George outside and they enjoy this." Granny said that Peppa has enjoyed planting veg in the garden.
- Grandpa said that he has taken Peppa and George on his boat when the weather has been nice. Grandpa said that Peppa has had friends over to ride on the train as well and they all had fun.
- Granny and Grandad said that Mummy and Daddy Pig seem more relaxed which has had a good effect on all of them.

#### **School's Views:**

##### **Mrs Gazelle:**

- Mrs Gazelle said, "I've been using strategies to help Peppa stay focused in class." Mrs Gazelle said that Peppa seems to focus better when she has smaller bits of information instead of everything at once. Mrs Gazelle said that, when possible, she tries to give Peppa breaks. Mrs Gazelle said that Peppa still stares out the window, but she can get Peppa's attention back easier than before. Mrs Gazelle said that Peppa was struggling in maths, but this has been improving as Peppa sometimes stays for maths club.
- Mrs Gazelle said that Peppa's work with Mrs Sheep has been having a positive effect on Peppa's friendships. Mrs Gazelle said that there have been fewer issues at playtime because Peppa seems to be sharing more often and has been managing her

frustration and anger differently.

**Mr Bull:**

- Peppa was late only twice in the last few weeks which is a big improvement. I can tell the family has been doing things differently and this has helped.

**Mrs Sheep:**

- Mrs Sheep said, "I have been meeting with Peppa twice a week for 50 minutes to help her with her feelings and social skills." Mrs Sheep said that Peppa likes their ELSA sessions even though she can find them challenging. Mrs Sheep said that she has observed Peppa using some of her strategies in situations with her friends.
- Mrs Sheep said that her work with Peppa will continue for the foreseeable future.

**Miss Rabbit:**

- Mrs Rabbit said, "George has enjoyed learning about transportation. He enjoys talking about his grandpa's boat."

**Other Professional's Views:**

**Dr Brown Bear** (Dr Brown Bear was unable to attend the meeting so his views were gathered by Mrs Gazelle in a phone conversation.)

- Peppa is on the waiting list for an ADHD assessment. They should have more information about this in the coming weeks. It sounds like Peppa has been having support with this at school which is positive.

**Miss Fox**

- Miss Fox said that she has been working with the family for a few weeks. Miss Fox said that she meets with Mummy and Daddy Pig once a week in their home to offer parenting support.
- Miss Fox said that she is working with Mummy and Daddy on routines, and they've really focused on Peppa and George's bedtime routine. Miss Fox said they're also working on rules and consequences which is going well. Miss Fox said that Mummy and Daddy are eager to do this work and to be more united for the children.

**What hasn't gone as well as you hoped since we last met? Are there any new significant events/concerns that we are worried about? Include the views of all family members and the views of anyone supporting the family, using their own words where possible/appropriate. Include actions related to new concerns in Section 3.**

Please consider the following:

- **Child's Development:** health, speech, language and communication development, emotional and social development, behavioural/physical/cognitive/educational development, identity, self-esteem, self-image, social presentation, relationships with family, self-care skills and independence
- **Parental Capacity:** basic care, ability to ensure safety and protection, emotional warmth, stimulation, guidance and boundaries, stability, health, learning disability, substance use, communication.
- **Family and Community:** family history, functioning and wellbeing, wider family, housing situation (i.e., stable, safe), employment and financial situations, social and community resources and networks, family's social integration, family break ups, bereavements, transitions, house moves, school changes

### Child/ren's Views:

#### **Peppa:**

- Peppa said, "sometimes it's hard talking about my feelings. I still get mad even though I try and stop." Peppa said that the ways she's learned to manage her feelings are "good," but she doesn't always remember to use them.
- Peppa said, "mummy and daddy don't give me what I want anymore. Now I have to do chores to get a treat."
- Peppa said that she still finds maths "tricky" and can have a hard time paying attention in class.
- Peppa said, "sometimes I think there's something wrong with me. Things seem to be easy for everyone else. I feel different from my friends."

#### **George:**

- When asked what might make him feel sad or worried, George picked up his dinosaur and ran off.

### Parent's/Carer's/Family Member's Views:

#### **Mummy and Daddy Pig:**

- Mummy and Daddy Pig said that Peppa still expects treats and can have a tantrum if she doesn't get what she wants. Both parents said this happens less often than before and they realise this could take time to get better. Daddy said that the new routines seem to be working, but progress is slower than he thought it would be.
- Mummy Pig said that Peppa is on the waiting list for an ADHD assessment, but it could be months before the assessment happens.

#### **Granny and Grandpa Pig:**

- Granny said that she and Grandpa are grateful to spend more time with the grandchildren but can find it hard to keep up with them. Despite this, Granny and Grandpa said they are happy to help.

### School's Views:

#### **Mrs Gazelle:**

- Mrs Gazelle said that Peppa is focusing better, but she can still be easily distracted. Mrs Gazelle said that Peppa likes to chat with her friends which can disrupt their learning.
- Mrs Gazelle said that Peppa is getting along better with her friends and fewer issues have been brought to her attention. However, Mrs Gazelle said that she still sees Peppa shouting and storming off when she gets frustrated or if things don't go her way.
- Mrs Gazelle said that Peppa is still having a hard time in maths.

#### **Mr Bull:**

- Mr Bull said, "Peppa's attendance is generally quite good. Ideally, she wouldn't be late as this can disrupt her settling in and learning."

#### **Mrs Sheep:**

- Mrs Sheep said that her work with Peppa is ongoing. Mrs Sheep said that Peppa has been open about how she's feeling and has taken new ideas for managing her emotions on board. Mrs Sheep said that Peppa has expressed worries about being different from the other children. Mrs Sheep said, "I worry about Peppa's self-esteem."

#### **Miss Rabbit:**

- George is still having a hard time sharing. This could be a phase, but we'll keep an eye on it.

### Other Professional's Views:

**Dr Brown Bear** (Dr Brown Bear was unable to attend the meeting so his views were gathered by Mrs Gazelle in a phone conversation.)

- The waiting list for an ADHD assessment is long. The family may need support in the meantime.

#### **Miss Fox**

- Miss Fox said that her work with the family will be ongoing. Miss Fox said that Mummy and Daddy can approach situations differently and she will continue to work with them to find compromises so they are united for the children.
- Miss Fox said that Peppa and George struggle when Mummy and Daddy are firm and hold boundaries and rules. Miss Fox said that she will help Mummy and Daddy make a plan to manage Peppa and George's outbursts and tantrums as it can be difficult to handle them in the moment.



- Miss Fox said that Mummy and Daddy are still finding mornings tricky and that it can be hard to get the children to school on time. Miss Fox said they will work on this as well.

**2b. Updates on the previous plan**

Copy and paste actions from previous plan, add an update, and indicate if the action has been completed. All ongoing actions should be included in Section 3: Current Plan.

What needed to be done?	By whom?	Update – What progress has been made towards achieving the actions?	Tick if this action has been completed
<p>Mrs Gazelle to arrange for Peppa to have weekly ELSA support with Mrs Sheep to help Peppa understand and manage her feelings. This support will also include helping Peppa with her social skills so she gets along better with her friends.</p>	Mrs Gazelle	<p><b>ONGOING-</b> Peppa is meeting with Mrs Sheep in twice weekly ELSA sessions. Peppa is willing to talk about her feelings and she has learned strategies to handle her emotions in different ways. Peppa still struggles when she's frustrated and shouts and storms off. This work will continue as Peppa is making progress and wants to continue the work.</p>	<input type="checkbox"/>
<p>Mrs Gazelle to use strategies to help Peppa focus in class. This will include things like breaking large tasks down into smaller tasks and letting Peppa use fidget toys and a time out card. Mrs Gazelle will also include regular breaks for Peppa to help Peppa concentrate and help her release her energy throughout the day.</p>	Mrs Gazelle	<p><b>ONGOING-</b> Mrs Gazelle has been breaking down information for Peppa and giving small bits of information at a time. This has helped Peppa focus, and she is making progress in her learning. Mrs Gazelle said that she tries to give Peppa energy breaks throughout the day and this can help. Mrs Gazelle said that she hasn't tried the time out card for Peppa but will use this if Peppa needs it. Mrs Gazelle said she thinks this action is ongoing and should be reviewed at the next meeting. Mrs Gazelle said that she would like to make a referral to the Educational Psychologist for additional advice and guidance.</p>	<input type="checkbox"/>

<p>Mummy and Daddy Pig to look into clubs and activities for Peppa so she can have a fun way to use her energy.</p>	<p>Mummy and Daddy Pig</p>	<p><b>COMPLETED-</b> Mummy and Daddy Pig signed Peppa up for Brownies. Peppa enjoys spending time outside and is looking forward to an upcoming camping trip.</p>	<p><input checked="" type="checkbox"/></p>
<p>Mummy and Daddy Pig to complete a self-referral to Caring for Communities and People (CCP) for parenting support to help them have clear rules, routines, and consequences for Peppa and George. This support will help Mummy and Daddy to have a consistent bedtime for the children so they arrive to school on time. This support will help Peppa and George know what they need to do at home and what happens if they do and don't do it. This parenting support will also help Mummy and Daddy be more united with their parenting.</p>	<p>Mummy and Daddy Pig</p>	<p><b>ONGOING-</b> Mummy and Daddy Pig completed the CCP referral and are now working with Miss Fox. Miss Fox is providing weekly parenting support sessions. Mummy and Daddy have made changes with routines and consequences and Peppa and George are going to bed earlier and are helping more around the house. Miss Fox will continue to work with Mummy and Daddy on these things as well as on things like handling the children's emotions and helping the children get to school on time.</p>	<p><input type="checkbox"/></p>
<p>Mummy and Daddy Pig to contact their GP to talk about how they're feeling and how they can manage their stress. Mummy and Daddy Pig to ring Granny and Grandpa Pig if they need help with Peppa and George or if they need some time to themselves.</p>	<p>Mummy and Daddy Pig</p>	<p><b>COMPLETED-</b> Mummy and Daddy spoke to their GP and were given information and advice to help them feel better and less stressed. Mummy and Daddy used the information and are now on a waiting list for counselling. Granny and Grandpa Pig are regularly watching Peppa and George which they all enjoy. Mummy and Daddy are reaching out to friends for support and are arranging playdates for Peppa and George which helps them feel less stressed and better supported.</p>	<p><input checked="" type="checkbox"/></p>

**Ending the Early Help Assessment and Plan** If all actions have been completed and the Early Help Assessment and Plan is no longer needed or if parent(s)/carers/guardians no longer consent to the EHAP, the EHAP can be closed.

<b>Is the EHAP closing at this review?</b>	No	<p><b>If yes</b>, complete Section 4: Family Comments about the EHAP, Section 5: Consent &amp; Signatures, and an EHAP Closure form. Submit the Closure Form with this EHAP review to the Compass team.</p> <p><b>If no</b>, continue to Section 3: Current Plan.</p>
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**3. Current Plan** Include ongoing actions from the previous plan as well as new actions to address new worries or concerns that you would like to change or strengthen.

- What needs to be done to make the changes listed above?
- Who is responsible for the action?
- When will the action be completed?

What needs to be done?	By whom?	By when?
1. Peppa to have ongoing ELSA sessions with Mrs Sheep to help her understand and manage her feelings. Mrs Sheep will work with Peppa on ways for Peppa to manage her frustration as this seems to be hard for her. Mrs Sheep will continue to support Peppa with her social skills so she can get along with her friends. Mrs Sheep will also support Peppa with alternatives to try when Peppa feels like chatting with her friends while Mrs Gazelle is teaching.	Mrs Sheep and Peppa	End of Term 2
2. Mrs Gazelle to use strategies to help Peppa focus in class. This will include things like breaking large tasks down into smaller tasks and letting Peppa use fidget toys and a time out card. Mrs Gazelle will also	Mrs Gazelle	End of Term 2

What needs to be done?	By whom?	By when?
include regular breaks for Peppa to help Peppa concentrate and to help her release her energy throughout the day.		
3. Mrs Gazelle to complete a referral to the Educational Psychologist requesting advice and guidance about how to support Peppa with her focus and energy needs.	Mrs Gazelle	End of Term 2
4. Mummy and Daddy Pig to work with Miss Fox from CCP in weekly parenting support sessions. This parenting support will help them have clear rules, routines, and consequences for Peppa and George. This support will help Mummy and Daddy to have a consistent bedtime for the children so they arrive to school on time. This support will help Peppa and George know what they need to do at home and what happens if they do and don't do it. This parenting support will also help Mummy and Daddy be more united with their parenting. Miss Fox will continue to work with Mummy and Daddy on these things as well as on things like handling the children's emotions and helping the children get to school on time.	Mummy and Daddy Pig and Miss Fox	End of Term 2
5. Mummy and Daddy Pig to arrange for Peppa to regularly attend maths club to improve Peppa's confidence with maths and to help her reach her targets.	Mummy and Daddy Pig	End of Term 2
6. Mrs Gazelle to give Mummy and Daddy Pig signposting information for support for parents with children with additional needs. This will help Mummy and Daddy Pig feel supported and less isolated.	Mrs Gazelle	End of Term 2
7. Mummy Pig, Daddy Pig, and Mrs Gazelle to look into mentoring options for Peppa to help improve her self-esteem and confidence. Mrs Gazelle will apply for EHAP funding to help with the cost of this support.	Mummy and Daddy Pig, Mrs Gazelle	End of Term 2

<b>Date of next review:</b>	12 January 2024 at 10:00
<b>Venue:</b>	Little Pig Primary School

**4. Family Comments about the EHAP** Include the comments of all children and parents/carers/guardians about the assessment and plan, using direct quotes when possible.

<b>Child/Young Person's comments on this EHAP review:</b>	
<ul style="list-style-type: none"> <li>• How do you think the plan is going so far?</li> <li>• What do you think about what is written in the assessment? Is it still right? Have we missed anything?</li> <li>• How is the plan helping things get better for you and your family?</li> </ul> <p><i>If the EHAP is closing, please consider:</i></p> <ul style="list-style-type: none"> <li>• How has the EHAP helped to make things better for you and your family?</li> </ul>	
<b>Child/Young Person's Name</b>	<b>Comments</b>
Peppa	I think I'm doing some good things. I'm happier with my friends and I'm getting in less trouble in class. I wish Mummy and Daddy gave me more treats, but they don't shout as much so it's okay. I like working with Mrs Sheep and I'm excited for my mentor.
George	I am happy.

Parents/Carers'/Guardians' comments on this review	
<ul style="list-style-type: none"> <li>• How do you think the plan is going so far?</li> <li>• What do you think about what is written in the assessment? Is it still right? Have we missed anything?</li> <li>• How is the plan helping things get better for you and your family?</li> </ul> <p><i>If the EHAP is closing, please consider:</i></p> <ul style="list-style-type: none"> <li>• How has the EHAP helped to make things better for you and your family?</li> </ul>	
Parents/Carers'/Guardians' Name	Comments
Mummy	I think the plan is going really well. The EHAP has helped us get the right support and we're all a lot happier now. I think we're on the right path.
Daddy	I'm pleased that Peppa is doing well in school and is getting along better with her friends. Peppa's friends are important to her, and I'm pleased she's been trying new things to get along with them. I hope the mentor is helpful for her because it's hard to see her struggling with how she feels about herself.

**5. Consent and Signatures**

Does the family consent to share this document with everybody involved and to keep a copy on a secure database with the Local Authority? Yes *\*Please ensure parents/carers are aware that this EHAP Review will be shared with the Local Authority/Compass and stored on their secure database.*

Has a consent form been signed and attached? Yes

Are there any exceptions as to who the parent(s) do not consent to share this document with? No

If so, who? (Please state in box below)

Not applicable.

**Assessor Information** *Include the details of the person completing this EHAP.*

<b>Name:</b>	Mrs Gigi Gazelle	<b>Role:</b>	Teacher/SENCO
<b>Setting/ Organisation:</b>	Little Pig Primary School	<b>Address and Postcode:</b>	Smart Cookie Drive Peppatown, Peppaland BS37 0DD
<b>Telephone No:</b>	01234 567890	<b>Email Address:</b>	<a href="mailto:g.gazelle@lpps.co.uk">g.gazelle@lpps.co.uk</a>

**Signatures** The Parent(s)/Carer(s)/Guardian(s), the Child/Young Person, and the Assessor should sign this EHAP Review to show that they have read and agree with what has been written and decided.

<b>Parent/Carer/Guardian's signature:</b>	<i>Mummy Pig</i> <i>Daddy Pig</i>	<b>Date:</b>	<i>3 November 2023</i> <i>3 November 2023</i>
<b>Child/Young Person's signature:</b>	<i>Peppa</i>	<b>Date:</b>	<i>3 November 2023</i>
<b>Assessor's signature:</b>	<i>Gigi Gazelle</i>	<b>Date:</b>	<i>3 November 2023</i>

Please send the completed Early Help Assessment and Plan Review to [compass@southglos.gov.uk](mailto:compass@southglos.gov.uk)

If the EHAP is closing at this review, please send the completed EHAP Closure Form to [compass@southglos.gov.uk](mailto:compass@southglos.gov.uk)