



4.3 Education, Health and Care needs assessment form guidance

South Gloucestershire Council 0-25 SEND Team

Education, Health and Care needs assessment Request Form for Educational Settings Guidance

This is an application form to request that South Gloucestershire Council conduct an Education, Health and Care needs assessment. (Chapter 9, SEND Code of Practice 2015)

CHECKLIST – please ensure that the following is provided:

- The views, hopes and aspirations of the child/young person, including a One Page Profile or Pupil Passport where possible;
- Parental consent to run an EHC needs assessment (see Part 12).
- Evidence that the parent/carer has been involved in the drawing up and reviewing of SEND support plans.
- SEND support plans to show the education setting's arrangements made to support the child/young person; this support must be additional to, and different from, what is ordinarily available through the differentiated curriculum for all pupils. To include:-
 - Evidence of Assess, Plan, Do, Review/ a graduated approach and impact to date; **this can be evidenced from SEN support documents and provision map**
 - Copies of Individual Education Plans for the pupil with records of regular reviews and their outcomes;
 - Evidence of baseline assessment – from which progress can be measured;
 - Curriculum attainments – results of EYFS assessments, **additional assessment tools can be used to support best fit judgments**
 - Advisory professionals involvement, and evidence that their advice has been actioned over time and reviewed in the last year – including Educational Psychologists, Early Intervention Officer, other agencies working in consultation

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with the setting e.g. speech and language therapist, with reports written within the last year.

- Medical history including an Individual Health Care Plan, where relevant.

Failure to provide appropriate documentation may result in unnecessary delays.

If you have any questions about completing this form please contact the 0-25 SEND team duty officer on 01454 865137.

Please return this form electronically to: accessandresponse@southglos.gov.uk

Part 1 - Details of Child or Young Person

First name:		Surname:	
Date of birth:		Gender:	
Child's main address: <i>(If parents live separately the address must be the address where the child/young person lives for more than 50% of the time)</i>			
Email address or telephone number of young person (if over 16 and they wish to be contacted directly):		Ethnicity:	Choose an item.
Home Language:		Is an interpreter required?	
Is the child/young person a child in care?	Yes / No	If yes, responsible Local Authority:	
Name and contact details of Social Worker (if applicable):			
Pupil UPN:			

Part 2 - Details of Child/Young Person's Parents/Carers (including anyone with parental responsibility)

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1. Name:		Relationship to child/young person:		Does this person have parental responsibility?	Yes/No
Address of Parents/Carers (if different from child/young person)			Contact Details: Tel: Email:		
2. Name:		Relationship to child/young person:		Does this person have parental responsibility?	Yes/No
Address of Parents/Carers (if different from child/young person)			Contact Details: Tel: Email:		

Are there any other adults with parental responsibility for this child/young person? <i>(If YES, please give details below).</i>	Yes/No
Name:	
Address:	
Contact details:	
Name:	
Address:	
Contact details:	

Do parents have any access issues e.g. disability, literacy, language barrier?	Yes/No
If yes, please provide details of any reasonable adjustments that the LA will need to take into account to support the family through this process	
Are any of the adults with parental responsibility for the child/young person currently serving in the Armed Forces? Please give name of parent/carer and details below:	
<p>Please note: Where a parent is in the armed forces, the Department for Children, Adults and Health must seek advice from the Children's Education Advisory Service (CEAS), part of the MOD's Directorate for Children and Young People</p>	

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(DCYP), in respect of a Service child with special educational needs (SEN) for whom the authority is initiating an EHC needs assessment.

Part 3- Education Placement History

Name of Current School/Setting: (if dual registered, please list both settings)		Start date:	
Previous School/Setting(s)	Start Date	End Date	% Attendance if known
If this is a pre-school request please answer these 4 questions in the boxes below:			
How many hours is the child attending and what are the sessions?		Is the child accessing 30 hours free childcare in nursery?	Yes/No
Have you received Inclusion Funding for this child?		Are you requesting Discretionary Funding for this child?	
Current Year Group:		Does the school receive Pupil Premium for this child?	Yes/No
			If yes, please indicate amount received: £
Is this child/young person registered or taught outside of his/her chronological year group?	Yes/No	If YES, please give details:	
School Attendance (include a copy of attendance register):	%	Exclusions history: please give details on type, length, reason and date	
Is the child/young person on a part time timetable?	Yes/No	If yes, please give details (include reintegration plan)	

Part 4 - Reasons for Request- *In no more than 200 words please explain why you are making a referral for an EHC needs assessment. This should focus on a brief description of the needs of the child/young person and how an EHC plan would benefit them.*

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Refer to the guidance for an EHC na request documented in SEN handbook and Inclusion Fund handbook.

Part 5 - Child / Young Person's Voice – One Page Profile
About Me - My Views, Wishes and Feelings

Please gather what is important to the child or young person, what activities and hobbies they like, important people to them, what they don't like, how they feel about school, who helps them, their aspirations and goals, what helps/doesn't help them, what they can do to help themselves and what they would like to get better at. You are able to attach this as a separate document rather than include it in the EHC needs assessment form. Please ensure any words which are direct quotes are placed in speech marks. Describe the way in which the child or young person was consulted, how their views were initially recorded and by whom

What is important to me? *(Please tell us about anything that you feel is important to you, any activities and hobbies you like and who the important people are in your life, this could be anyone including family and friends)*

Think about how the child's views were captured.

Pre-verbal child, use visuals to ask their views, body language, facial expressions

Observations

Consult with parents

Particular interests

How they engage

Relationships

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My Strengths – <i>(What I am particularly good at, what my greatest achievements have been, what people admire about me)</i>
Express in child's voice – use all about me document, one page profile Child's voice document can be located on the VLE and in Appendix 4 folder of South Glos way
Describe the way in which the child or young person was consulted, how their views were initially recorded and by whom)
Observations, verbal communication, body language, gestures, Makaton, eye pointing, the use of visuals

Part 6 - Family views, wishes and aspirations

It is expected that this part of the form will be completed by the setting professional through discussion with the parent/carer.

Please provide a description of your child/young person. <i>(Include what they enjoy, what and who is important to them and their strengths alongside any concerns. You may want to include details about their friendships and social skills, learning, independence and self-care, general behaviour and well-being).</i>
Allow time to meet with parents to capture views. This section can include the following as appropriate: <ul style="list-style-type: none">• Structure of the family unit• Ethnicity, culture, religion, language• Family history• The family's overall aspirations for the child

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What are your hopes and aspirations for the future? <i>(Include details about goals for the short and long term. Where appropriate, consideration should be given to a young person's aspiration for paid employment, independent living and community participation).</i>
Respect families views – consider how you gather information and views over time
How you support your child/young person; <i>what is working for you; what isn't working well (Include details about what is happening in school or other educational setting, community activity, interests and clubs).</i>
Do you have any services supporting your family? <i>(i.e. Social Care, FYPS, Disabled Children's Team)</i>
Who else helps you? <i>(i.e. extended family, community groups, parent groups)</i>
Is there anything else you would like to tell us about your family?

Part 7 - Graduated approach – ASSESS

How would you best describe the Pupil's Special Educational Needs?

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Please indicate the primary area of need below using the number '1'. Please then indicate any other areas of need in order of importance from 2 to 4, where appropriate. You do not need to rank an area of need that does not apply to the child / young person.

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical / Sensory / Medical

Please provide more specificity by indicating areas of need that apply, using a ranking order with 1 showing the primary area of need. **Child may have more than one area of need and may not have an official diagnosis. Use professional judgment and information from outside agencies.**

Specific Learning Difficulties (SpLD)		Speech, Language and Communication (SLCN)		Hearing Impairment (HI)	
Moderate Learning Difficulty (MLD)		Social, Emotional and Mental Health (SEMH)		Visual Impairment (VI)	
Severe Learning Difficulty (SLD)		Autistic Spectrum Disorder (ASD)		Multi-Sensory Impairment (MSI)	
Profound & Multiple Learning Difficulty (PMLD)		Physical Disability (PD)		Other (specify)	
Are there any other known significant factors relating to their SEN? If YES, please attach copies of relevant information/advice					
Health:		Yes/No			
Home Circumstances:		Yes/No			
Attendance:		Yes/No			
Social Relationships:		Yes/No			

Please provide the child or young person's attainment data and how that compares to the expectation for children of the same age. Please use the most relevant table depending of the child/young person's age.

Early Years assessments - age 0 – 4 years (please delete section if not applicable):

Foundation Stage Profile of current levels of attainment – Development Matters Levels and/or Early Years Foundation Stage Profile results Emerging etc

EYFS aspect	Previous Attainment Level	Previous Attainment Level	Current Attainment Level	If current attainment is below age expectations please give detailed comments.
	Date:	Date:	Date:	

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<u>Communication and Interaction:</u> Speaking Listening and Attention Understanding				
<u>Cognition and Learning:</u> English Maths				
<u>Personal, Social and Emotional Development:</u> Self-confidence and Awareness Managing Feelings and Behaviour Making Relationships				
<u>Physical Development:</u> Moving and Handling Health and Self-care				
Where would a child of the same age be expected to attain and how far below is the child? Chronological age of child in months. Where would a typically developing child of the same age be in assessment age bands. Reinforce current assessment levels of child – remember guidance for EHC na request				

School age attainment levels – Year 1 upwards (please delete section if not applicable):

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Subject	On Entry Attainment Date:	Last Key Stage Attainment Date:	Current Attainment Date:	Comments. For example: please note if support was given;
Speaking and listening				
Reading				
Writing				
Phonics and or SPaG				
Maths				
Science				
<p>Where would a child / young person of the same age be expected to attain? <i>You must explain your setting's tracking system as they are now all unique. You must show us the 'whole scale' and it must be clear how far behind the child / young person is, relating to the curriculum, compared to peers of the same age. Top tip: Do not state 'below age related expectation' as this does not specify how far below the child is performing in comparison to their peers.</i></p>				

Post 16 courses *(please delete section if not applicable):*

Subject/name of course	Level being studied	Current assessment	Predicted	Comments

Qualifications achieved to date

(GCSEs, ASDAN, A levels, BTEC etc)

Qualification	Grade Achieved	Date Achieved

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History of Test Data:

*Test data must be included in chronological order.
Standardised scores and percentiles must be given.*

Name of Test	Date	Age	Standardised Score	Age Equivalent	Percentile	Date	Age	Standardised Score	Age Equivalent	Percentile

Additional Information

Attendance data

If possible, a summary of last 3 years attendance data should be provided. Please attach a copy of their attendance certificate for the current year.

Educational Setting	Dates (from – to)	Percentage attendance

Exclusion data

If possible, a summary of last 3 years exclusion data should be provided.

Educational Setting	Number of exclusions and number of days lost	Additional comment

Summary of progress - *Please provide details of **last 3 years' progress**, where you are able, and information with regards to the school's method of tracking progress. This section should*

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include information about any inconsistencies in tests/assessment results, comment on the rate of progress and any factors which might have contributed to the progress made.

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Medical History:

Does the child/young person have a diagnosis or suspected diagnosis or any medical conditions e.g Asthma/Epilepsy/Hearing or Visual problems?
Do you have any concerns regarding the child/young person's health?
Is he/she under the care of any hospital consultants? If so please give the consultant's name and the name of the hospital/clinic
Is the child/young person known to any other Health care professionals? If so please include the names of the people they sees and what they do.
Does the child/young person have a Health Care Plan? If yes please provide reasons for the Plan and provide a copy of the Health Care Plan with your evidence.
Is the child/young person receiving any medical treatment? Please give name, doses and times given.
Does the child/young person's health pose any risk to themselves or to others whilst in school? If so, what?

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Social Care Needs

Please comment on the current social care needs, including the involvement of Social Care Professionals. If there is a SAFeh, CiN plan or CP plan in place please provide a copy where you have parental consent to do so.

Part 8

Graduated Approach – PLAN, DO, REVIEW – This can be evidence by using your SEN paperwork, SEN plan and reviews, evidence record and Graduated response evidence document – evidence must clearly show the Assess, Plan, Do, Review process.

Please describe the support that has been put in place over time to meet the child or young person's special educational need.

Please provide an explanation of the actions you have already taken to meet the child or young person's special educational need. You need to include detail of when SEN support was first initiated and how many cycles of Assess, Plan, Do, Review (APDR) have happened.

*You can use the tables below to describe your APDR cycles or you are able to include recent (i.e. not older than 12 months) child/young person SEN support plans/provision maps to evidence your graduated approach. Don't forget these **must** show the child's targets and be amended in light of previous cycles of APDR.*

*The most recent SEN support plans/provision maps **must** show evidence of how you have drawn on more specialist expertise from outside professionals.*

Please add or delete as many APDR cycles as appropriate. Please remember there is not a specified amount of cycles or a set timeframe before a request for an EHC assessment can be made, although in the majority of cases a number of successive cycles over time is expected.

How to fill out the APDR tables below:

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Actions taken to meet needs:	For how long?	Impact:	What did you do next?
<i>This should include detail about what you are targeting and what intervention you put in place</i>	<i>When did this begin and when did it end?</i>	<i>How much progress did the child make compared to where they started? What was the impact of interventions put in place?</i>	<i>What worked? What did not? Did you change targets or the intervention? Did you change the frequency of intervention? Did you seek more specialist input?</i>

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Cognition and Learning. This will include evidence of cognitive development, reasoning, organizational and problem solving skills, approaches and attitudes to learning, independent learning skills and academic skills

Strengths:

This includes skills and strengths relating to:

- Progress in play and learning
- Transfer of skills
- Literacy and numeracy skills
- Motivation, enthusiasm for play and learning, interest in the world around them
- Attention and concentration skills in different contexts and progress with these

Needs:

This includes all the child's special educational needs relating to:

- Play and imaginative skills
- Literacy and numeracy skills
- Concentration, motivation, engagement which affect the ability to be able to access activities
- Difficulties in coping with the structure of the pre-school day
- Accessing a broad and balanced EYFS curriculum due to a limited interest

Please make sure that the description of strength and needs are in line with evidence provided in part 6 and attached reports

APDR cycle 1

Actions taken to meet needs: Introduced work station approach for child to complete one adult chosen activity followed by a motivator for 2 minutes in total (SEN plan 1)	For how long? start date and date when progress was reviewed	Impact: child will come to work station to do simple inset puzzle followed by bubbles . understand timer finishes session	What did you do next? Continue to use workstation extend time at station to increase to 4 minutes and 2 activities Introduced different learning activities chosen by adult. Building bricks. Matching objects, sharing a book with adult. Go to consultation meeting with EP for further input. (See EP consultation report)
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APDR cycle 2

Actions taken to meet needs: Continue to use work station approach for 4 minutes 2 activities Used an identi play activity around child interests of	For how long? from review date to next review of progress.	Impact: <i>Child is using work station for 4 minutes – and is familiar with the process and starting to engage in more challenging activities such as lotto game with adult.</i> <i>Child has shown interest in identi-play activity</i>	What did you do next? Continue to expand activities and challenges at work station. Have dinosaurs out in room as general activity and encourage Child to explore
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dinosaurs to model play scenario		<i>and has started to move his own props around while watching adult.</i>	this activity with adult support and one other child at activity. Monitor progress in Identi play and change focus from dinosaurs to other animals to widen interest.
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APDR cycle 3

Actions taken to meet needs:	For how long?	Impact:	What did you do next?

Communication and Interaction. This will include evidence of speech and communication skills, fluency of speech, willingness and/or ability to communicate, vocabulary, comprehension and language structure

Strengths:
 This includes skills and strengths relating to:

- Speech
- Expressive and receptive language
- Non-verbal communication
- Social communication skills and interaction
- Attention and listening skills
- Play and imaginative skills.

Needs:
 All of the needs of the child should be identified and specified, presenting the child's difficulties as areas for development.
 For example:
 <Name> needs to develop/needs support for/needs to learn how to/needs to be able to/is not yet able to....

This includes all the child's special educational needs relating to:

- Verbal and non-verbal communication
- Expressive and receptive language skills
- Social communication skills and interaction
- Attention and listening skills
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Please make sure that the description of strength and needs are in line with evidence provided in part 6 and attached reports

APDR cycle 1

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<p>Actions taken to meet needs: <i>Child to respond to bucket stage 1 activity on a daily basis. As part of a group of 3 children with 2 adults. (SEN plan 1)</i></p> <p><i>Individual support with visuals and physical prompts using real objects for transition times.</i></p> <p><i>Make a choice at snack time using eye pointing.</i></p>	<p>For how long? <i>date when this started</i></p>	<p>Impact: <i>Child has started understand rules of bucket and will sit for three objects from bucket. He will repeat some single word adult is modeling (Adult is using a high level of repetition of words).</i></p> <p><i>Child is starting to make connections and is more compliant with working through snack time routine.</i></p> <p><i>Child will sometimes make a choice out of 2 foods at snack it. But will on occasion just grab at food on plate.</i></p>	<p>What did you do next? <i>Move on to stage 1 and 2 of bucket to extend time and use of language being modeled. Contact S&LT for suggestions of new targets, since child has attended S&LT See Saw group.</i></p> <p><i>Continue with using real object visuals alongside photo visuals for transitions.</i></p> <p><i>Continue with actions as previous seek advice for S&LT / EIO.</i></p>
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APDR cycle 2

<p>Actions taken to meet needs: <i>Stage 1 and 2 of bucket every session</i></p> <p><i>Use real object visuals alongside photo visuals for transitions.</i></p>	<p>For how long? <i>from review until next review of progress</i></p>	<p>Impact: <i>Able to stay at bucket activity and starting to join in with small group singing activity for favorite song and one other song.</i></p> <p><i>Starting to look at visual briefly, following the snack time routine with the support of an adult.</i></p>	<p>What did you do next? <i>Move on to stage 1-3 of bucket increase group size. Increase expectation of staying at song time to 4 songs. Keyworker to work on new songs on a 1-1 basis with props to develop interest and understanding.</i></p> <p><i>SEEK advice from EIO. Introduce basket to pick up 3 objects and then be supported to go to a quiet activity around his interest.</i></p>
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<p>Continue with make a choice at snack time using eye pointing. (introduced photo visuals and hand over hand from advice from S&LT)</p>		<p><i>Not yet engaging in tidy up time transitions, is withdrawing to quiet area.</i></p> <p><i>Starting to look at visuals and with hand over hand support with give adult card of choice.</i></p>	<p>Continue with developing choices at snack time to work up to making an choice out of 3 cards and doing this independently.</p>
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APDR cycle 3

Actions taken to meet needs:	For how long?	Impact:	What did you do next?

Social, Emotional and Mental Health This will include evidence of social, emotional responses, classroom behavior, playground behavior, self-image, confidence and motivation

Strengths:
 This includes skills and strengths relating to:

- Social skills with peers and familiar and unfamiliar adults
- Friendships build
- Empathy
- Emotional well-being and emotional resilience
- Confidence and self-esteem

Needs:
 This includes all the child's special educational needs relating to:

- Social interactions and social communication skills
- Managing emotions
- Managing frustrations and behavior
- Confidence and self-esteem

Please make sure that the description of strength and needs are in line with evidence provided in part 6 and attached reports

APDR cycle 1

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<p>Actions taken to meet needs: Adult to support ? when he is feeling overwhelmed. Reduce language, physical firm touch to soothe, introduce vibrating sensory resources to regulate.</p>	<p>For how long?</p>	<p>Impact: Child will accept touch and allow adult to place vibrating worm on his back. ? will still and begin to calm with adult support and sensory resources</p>	<p>What did you do next? Discuss with EP/EIO Introduce sensory area for ? to access when he is feeling overwhelmed.</p>
<p>APDR cycle 2</p>			
<p>Actions taken to meet needs: adult to support ? to explore sensory tent and resources when calm – adult will support ? to go to tent when feeling overwhelmed, using visual photograph of tent as prompt</p>	<p>For how long?</p>	<p>Impact: ? will go into the sensory area with his KP when calm and is beginning to go to area independent of adult ? needs adult direction to go to sensory tent when feeling overwhelmed ? will explore sensory resources and place vibrating worm around his tummy without adult prompt</p>	<p>What did you do next? Continue to build confidence for ? to go into sensory area</p>
<p>APDR cycle 3</p>			
<p>Actions taken to meet needs: Adult to monitor behavior and look out for signs of emotional dysregulation. When beginning to escalate adult show ? photograph of sensory tent and resources</p>	<p>For how long?</p>	<p>Impact: <i>? has occasionally gone to the sensory tent with visual prompt - ? has used sensory resources to emotionally regulate and with adult support will come out of area and reengage in Pre-School activities</i></p>	<p>What did you do next? Discuss next steps with EIO Advised introducing ‘incredible 5 point scale’ reduce to 3 pictures. Introduce feelings words – using Makaton and pictures</p>
<p>Sensory and/or Physical Needs This will include general health, fine and gross motor skills, vision, hearing.</p>			
<p>Strengths: This includes skills and strengths relating to:</p> <ul style="list-style-type: none"> • Gross and fine motor skills • Physical health and well-being <p>Needs: This includes all of the child’s special educational needs relating to:</p> <ul style="list-style-type: none"> • Touch and sensation 			

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<ul style="list-style-type: none"> Physical movements of all types Fine motor skills Vision or hearing impairments requiring glasses or aids Whether the child is registered as partially sighted or blind and or has hearing loss <p>Please make sure that the description of strength and needs are in line with evidence provided in part 6 and attached reports</p>			
APDR cycle 1			
<p>Actions taken to meet needs:</p> <p>Adult to recognize and support ? when feeling overwhelmed by noise. Desensitise ? to wearing ear defenders – adult to massage head and gently place ear defenders on. Allow ? to explore ear defenders on his terms</p>	For how long?	Impact: ? will tolerate ear defenders on for short periods of time – 30 seconds when adult places them on head	What did you do next? Set new target – cycle 2
APDR cycle 2			
<p>Actions taken to meet needs:</p> <p>Adult to support ? to independently put ear defenders when adult gives ear defenders and visual prompt hands on ears, ‘too loud’.</p>	For how long?	Impact: ? will put on ear defenders with adult prompt -	What did you do next? Cycle 3
APDR cycle 3			
<p>Actions taken to meet needs:</p> <p>Ear defenders to be hung up in easily accessible place – adult to show ? where ear defenders are – adult to point / use photograph to prompt ? to independently get ear defenders</p>	For how long?	Impact: ? is independently putting on ear defenders when prompted by an adult – this is not yet consistent	What did you do next?
<p>Self-Care and Independence (Including Preparation towards Adulthood). This will include evidence of self-help and independence skills e.g toileting, hygiene, dressing, eating, independent travel</p>			
<p>Strengths:</p> <ul style="list-style-type: none"> What can the child do for themselves e.g. can put one arm in coat independently when prompted <p>Needs:</p> <ul style="list-style-type: none"> What support does the child need to manage their personal care and needs? E.g. back chaining, visual support, differentiated equipment <p>Please make sure that the description of strength and needs are in line with evidence provided in part 6 and attached reports</p>			
APDR cycle 1			

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Actions taken to meet needs: Will put hands in water to wash hands with soap with hand on hand support and adult singing wash hands song and Makaton sign	For how long?	Impact: Child will tolerate water on hands and has occasionally gone to the sink when adult sings and signs wash hands ? will follow wash hands routine with adult support, physical prompts	What did you do next? Introduce hand wash visual picture sequence as advised by EIO
APDR cycle 2			
Actions taken to meet needs: Adult to support ? to check in with visual sequence to follow wash hands routine	For how long?	Impact: ? will look at visual sequence when prompted. Still needing hand on hand prompts to follow wash hands routine	What did you do next? Back chaining - Focus on beginning part of wash hands sequence – turn tap on, soap, wash hands
APDR cycle 3			
Actions taken to meet needs:	For how long?	Impact:	What did you do next?

Part 9 – Use of external professionals (previous or current) *Please use the table below to specify all professionals that have been involved with the child or young person.*

Service	Name of professional and contact details	Date of visit, assessment or intervention	Outcome (e.g. advice, assessment, discharge)	Report submitted? If not why not?
Educational Psychology				
Social Care				
Paediatrician				
Speech & Language				
Physiotherapy				

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Occupational Therapy				
Advisory Teacher				
Virtual School				
CAMHS				
Other				

Part 10 – Summary of Support – evidenced on Provision Map

Current support provided- *All mainstream schools, settings and colleges are provided with resources to support children/young people with additional needs, including pupils with SEN and disabilities and are expected to fund up to £6000 to support those with special educational needs (section 11, Schools and Early Years Finance Regulations, 2015). Please identify the provision made from the delegated budget. Not applicable to Early Years provision*

Type of provision with staff to pupil ratio (in class, small group, 1:1)	Objective of provision	Frequency and Duration	Delivered by	Start Date	Annual Cost
Annual Cost					

Other resources made available through setting-based interventions

Special equipment/aids or adaptations/resources used	
Other reasonable adjustments	
Liaison arrangements with parents and support services	

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Additional support required - List what additional support is required over and above that already provided. These should be based on recommendations of the external professionals you have been working with during the graduated approach.

Type of provision with staff to pupil ratio (in class, small group, 1:1)	Objective of provision	Frequency and Duration	Recommended by which external professional?	Start Date	Predicted Annual Cost
Annual Cost					

NB: Schools can include their own documentation (scanned provision map/spreadsheet etc.) to evidence the costed provision. This **must show annual costs.*

Part 11 - Setting declaration

- The contents of this referral have been shared with parents/carers
- All parts of this form have been completed in full

This form has been completed by **SENDCO:**

Name and Job title (<i>Please Print</i>)	Signature	Date

This form has been agreed and signed off by **Head Teacher:**

Name and Job title (<i>Please Print</i>)	Signature	Date

Part 12- Parental/Carer consent

Please tick:

- I confirm that my child's educational setting has discussed this referral with me and I have been fully informed in the decision to make a request for an Education, Health and Care needs assessment.
- I support the educational setting's view that an EHC needs assessment of my/our child should be considered.

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- I understand that I will have an opportunity to provide further information about my child/young person’s special educational needs as part of the needs assessment.
- I give my consent for any necessary assessments, including psychological assessment by an Educational Psychologist, and will make my child available for these purposes.
- I give consent for information to be shared between professionals within South Gloucestershire Council and with health professionals involved in my child’s care for the purposes of contributing to an EHC needs assessment.
- I give consent for the Local Authority to request information about my child from outside agencies, including Health and Social Care services, for the purposes of contributing to an EHC needs assessment.
- If a needs assessment takes place I agree with papers being shared with educational settings, schools and professionals as and when appropriate.

I would like you to contact the following people who are currently involved with my CYP for advice as part of the EHC needs assessment. In line with the SEND Code of Practice the 0-25 Service will contact the Educational Psychology Service, Children’s Social Services and the district Health Authority in all cases:

Name/Organisation	Full Address/Email	Telephone Number

I confirm that I have read and understood all sections of the referral for an Education, Health and Care needs assessment

Parent/Carer

Name (<i>Please Print</i>)	Signature	Date

Parent/Carer

Name (<i>Please Print</i>)	Signature	Date

Young Person - For young people aged 12 or over who are able to understand the process of consent

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Name <i>(Please Print)</i>	Signature	Date

Privacy Notice under the Data Protection Act (General Data Protection Regulations from 26th May 2018)

South Gloucestershire Council are collecting Personal Identifiable Information to enable the best possible advice and support to be provided and to meet the statutory requirements under the Children and Families Act 2014. We need to collect this information in order to consider your request for and Education, Health, Care needs assessment. This information is being processed under DPA – Schedule 2 (2a) (GDPR 2018 – Article 6 (1) b).

South Gloucestershire Council will not share any Personal Identifiable Information collected with external organisations unless required to do so by law. However, this information will be shared within South Gloucestershire Council and partner agencies (Department of Education, NHS, Schools/settings, and Early Years providers). For further details on the council’s privacy arrangements please view the privacy page on the council’s website page www.southglos.gov.uk

Please return this form electronically to: accessandresponse@southglos.gov.uk

Downloadable EHCP documents can be found on VLE and Appendix 4 on South Glos Way.