

Statutory Advice Contribution to Education, Health & Care Needs Assessment

This advice is provided on the child/young person in relation to the terms of the Children and Families Act 2014 (Section 36) and of the SEND Regulations 2014 (Part 2 - Section 6, 7 and 8). *Please indicate with 'n/a' if the box heading is not relevant to your involvement with the child / young person.*

Child / Young Person Information:

Full name		Date of birth	
Home address		Contact details	Tele: Email:
Educational placement name		NC year group	
Gender		Home Language/s	
Parents/Carers name		Parents carers with parental responsibility	
GP surgery and address		NHS number	

Information in this following section will usually come from social care services

Is the Child Looked After (CLA)? Yes <input type="checkbox"/> /No <input type="checkbox"/>	If yes, allocated Social Worker to indicate arrangements under: Interim Care Order <input type="checkbox"/> Care Order <input type="checkbox"/> Section S20 <input type="checkbox"/>	Is the Child/young person on a Child in Need Plan? Yes <input type="checkbox"/> /No <input type="checkbox"/>	Is the child/young person on a Child Protection plan? Yes <input checked="" type="checkbox"/> /No <input type="checkbox"/>
Which legal framework is the social care support/provision provided under?		Chronically Sick and Disabled Persons Act (CSDPA) <input type="checkbox"/> Children Act 1989 <input type="checkbox"/> Care Act 2014 <input type="checkbox"/>	
Does the child/young person have an independent advocate?		Yes <input type="checkbox"/> / No <input type="checkbox"/> <i>If yes, please provide name and contact details</i>	

Please confirm that you understand this is statutory advice for EHC needs assessment and you may be required to justify your advice at SEND Tribunal	Yes <input type="checkbox"/>	No <input type="checkbox"/> (Please contact the allocated Case Officer for information)
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Professional Information:

Name:	Signature:
Designation/Job title:	Date:
Service/Team name:	Email Address: Telephone number:

Please use this form to comment on any aspect of the child/young person's development of which you have direct knowledge and experience. You are requested to give detailed information regarding any identified needs, objective evidence and provide the results of any assessments or examinations, with dates, under the headings provided. **If you are basing your evidence on reports from other sources, please make this clear in your advice.**

Part 1: Background Information

Provide information around relevant history, the current support in place, and the reason for your involvement with the child / young person.

Part 2: Views and Aspirations

Parent Carers and Education settings can support the child/ young person to communicate their views & goals.

How the child/young person communicates and expresses their wishes to make decisions:

Things the child/young person says they like and dislike:

Things the child/young person says are going well and not going so well:

What the child/young person says about their plans/goals about future jobs, learning, living arrangements and friendships etc:

Parent(s) / Carer(s) views, goals and aspirations etc. for their child/young person.

Part 3: Assessment details

Include details of any assessments, observations, other sources/reports used to summarise your findings

Part 4: Strengths & Special Educational Needs	
<i>Professionals are only required to provide information on strengths and needs for areas directly assessed in their capacity.</i>	
If the child is under 13 years, please provide details on the below:	
1. Communication and Interaction – use and understanding of language and social interactions	
Strengths / what is working well	Difficulties and impact on their learning
<i>Use of language, Understanding of language, social interaction</i>	<i>Use of language, Understanding of language, social interaction</i>
2. Cognition and Learning – attention & listening, academic abilities, confidence with learning	
Strengths / what is working well:	Difficulties and impact on their learning
<i>Attention & listening, academic skills, cognitive abilities, resilience & confidence with learning.</i>	<i>Attention & listening, academic skills, cognitive abilities, resilience & confidence with learning</i>
3. Social, Emotional and Mental Health – social communication, friendships/relationships, emotional literacy/regulation	
Strengths / what is working well:	Difficulties and impact on their learning
<i>Social communication, friendships & friendships, emotional regulations/relationships, mental health</i>	<i>Social communication, friendships & friendships, emotional regulations/relationships, mental health</i>
4. Sensory and Physical – sensory difficulties, gross motor, fine motor, sensory processing, and independence & self-care	
Strengths / what is working well:	Difficulties and impact on their learning
<i>Gross & fine motor skills, sensory, independence & self-care to include eating, toileting, and awareness of dangers.</i>	<i>Gross & fine motor skills, sensory, independence & self-care to include eating, toileting, and awareness of dangers</i>
If the child/young person is 13 years of age/above, please consider their Preparation for Adulthood: Council for Disabled Children - PfA NDTI - PfA Resources	
1. Education, employment & training – use & understanding of language, attention & focus, academic skills and careers choice & planning	
Strengths / what is working well	Difficulties and impact on their learning
<i>use and understanding of language, academic skills, attention & focus and Career choice</i>	<i>use and understanding of language, academic skills, attention & focus and Career choice</i>
2. Independent living – Taking care of self, independent travel, organisation skills, making choices, keeping safe	
Strengths / what is working well:	Difficulties and impact on their learning
<i>Self-care, travel/using public transport, making choices about living, managing technology safely</i>	<i>Self-care, travel/using public transport, making choices about living, managing technology safely</i>
3. Friends, relationships and community participation – social communication, maintaining relationships, participation in activities	
Strengths / what is working well	Difficulties and impact on their learning
<i>Friendships- social communication and interaction, understanding relationships/social norms, clubs & participation.</i>	<i>Friendships- social communication and interaction, understanding relationships/social norms, clubs & participation.</i>

4. Good health – emotional regulation, sensory, gross & fine motor skills, advocating for own health	
Strengths / what is working well	Difficulties and impact on their learning
<i>Emotional regulation and mental health, sensory, gross & fine motor skills, managing own health</i>	<i>Emotional regulation and mental health, sensory, gross & fine motor skills, managing own health</i>

Part 5: Health	
<i>Information here will be provided by health care professionals as directly assessed by appropriate healthcare professional. Please include diagnosis where applicable.</i>	
Strengths / what is working well	Difficulties and impact of their health needs on their learning

Part 6: Social Care	
<i>Information in this section can come from range of professionals to include from parent carers, social worker, Early Help workers and Short Break Team</i>	
Strengths / what is working well	Difficulties and impact on learning and social interactions

Part 7: Recommended Outcomes and Provision			
Outcomes <i>To be achieved by MM/YYYY / by the end of Key Stage X</i>	State <u>what</u> the provision is?	<u>Who</u> will deliver this, <u>how often</u> and for <u>how long</u> ?	<u>When</u> it will be reviewed and by <u>whom</u> ?
1.			
2.			

Add as required.

Please return this completed form and supporting evidence to sen@hounslow.gov.uk
April 2024