



# Statutory Education, Health and Care Needs Assessment Contribution

## Advice and information for EHC Needs Assessments

*Relevant legislation: Section 36 of the Children and Families Act 2014 and Regulations 6, 7, and 8 of the SEND Regulations 2014 and paragraphs 9.45-9.52 of the 0-25 SEND Code of Practice January 2015*

The local authority **must** gather advice from relevant professionals about the child or young person's education, health and care needs, desired outcomes and special educational, health and care provisions that may be required to meet identified needs and achieve desired outcomes. Advice and information requested by the local authority **must** be provided within six weeks of the request, and should be provided more quickly wherever possible, to enable a timely process.

9.45 When carrying out an EHC needs assessment the local authority should seek views and information from the child using appropriate methods, which might include observation for a very young child, or the use of different methods of communication such as the Picture Exchange Communication System.

9.46 The local authority **must** gather advice from relevant professionals about the child or young person's education, health and care needs, desired outcomes and special educational, health and care provisions that may be required to meet identified needs and achieve desired outcomes.

9.47 The local authority should consider with the child's parent or the young person and the parties listed under paragraph 9.49 the range of advice required to enable a full EHC needs assessment to take place. The principle underpinning this is 'tell us once', avoiding the child's parent or the young person having to provide the same information multiple times. The child's parent or the young person should be supported to understand the range of assessments available so they can take an informed decision about whether existing advice is satisfactory. The local authority **must not** seek further advice if such advice has already been provided (for any purpose) and the person providing the advice, the local authority and the child's parent or the young person are all satisfied that it is sufficient for the assessment process. In making this decision, the local authority and the person providing the advice should ensure the advice remains current.

9.48 Decisions about the level of engagement and advice needed from different parties will be informed by knowledge of the child or young person held by the early years provider, school or post-16 institution they attend. For example, if the educational provider believes there are signs of safeguarding or welfare issues, a statutory social care assessment may be necessary. If there are signs of an underlying health difficulty, a specialist health assessment may be necessary.

9.49 In seeking advice and information, the local authority should consider with professionals what advice they can contribute to ensure the assessment covers all the relevant education, health and care needs of the child or young person. Advice and information **must** be sought as follows (subject to para 9.47 above):

- **Advice and information from the child's parent or the young person.** The local authority **must** take into account his or her views, wishes and feelings
- **Educational advice and information from the manager, head teacher or principal of the early years setting, school or post-16 or other institution attended by the child or young person.** Where this is not available the authority **must** seek advice from a person with experience of teaching children or young people with SEN, or knowledge of the provision which may meet the child's or young

person's needs. Where advice from a person with relevant teaching experience or knowledge is not available and the child or young person does not attend an educational institution, the local authority **must** seek educational advice and information from a person responsible for educational provision for the child or young person

- If the child or young person is either vision or hearing impaired, or both, the educational advice and information **must** be given after consultation with a **person who is qualified to teach pupils or students with these impairments**
- **Medical advice and information from health care professionals with a role in relation to the child's or young person's health**
- **Psychological advice and information from an educational psychologist who should normally be employed or commissioned by the local authority.** The educational psychologist should consult any other psychologists known to be involved with the child or young person
- **Social care advice and information from or on behalf of the local authority, including, if appropriate, children in need or child protection assessments, information from a looked after child's care plan, or adult social care assessments for young people over 18.** In some cases, a child or young person may already have a statutory child in need or child protection plan, or an adult social care plan, from which information should be drawn for the EHC needs assessment
- From Year 9 onwards, advice and information related to provision to assist the child or young person in preparation for adulthood and independent living
- **Advice and information from any person requested by the child's parent or young person, where the local authority considers it reasonable to do so.** For example, they may suggest consulting a GP or other health professional
- **Advice from a youth offending team**, where the child or young person is detained in a Young Offender Institution. Where the young person is serving their sentence in the community the local authority should seek such advice where it considers it appropriate
- **Any other advice and information which the local authority considers appropriate for a satisfactory assessment**, for example:
  - Early Help Assessments
  - in the case of children of members of the Armed Forces, from the Children's Education Advisory Service
  - in the case of a looked after child, from the Virtual School Head in the authority that looks after the child and the child's Designated Teacher and the Designated Doctor or Nurse for looked after children

9.50 The local authority **must** give to those providing advice copies of any representations made by the child's parent or the young person, and any evidence submitted by or at the request of the child's parent or the young person. (See zipped files received from SEN)

9.51 The evidence and advice submitted by those providing it should be clear, accessible and specific. They should provide advice about outcomes relevant for the child or young person's age and phase of education and strategies for their achievement. The local authority may provide guidance about the structure and format of advice and information to be provided. **Professionals should limit their advice to areas in which they have expertise.** They may comment on the amount of provision they consider a child or young person requires and local authorities should not have blanket policies which prevent them from doing so.

The advice that you provide should reflect on your own particular area of expertise only. Please do not complete sections that are not relevant to your service.

Your advice and guidance will form part of the coordinated EHC Needs Assessment, which will be made available to parent carers and young people and may become part of a legal document. You should also be aware that the SEND Tribunal, the Secretary of State for Education & Skills or the Local Ombudsman may also require a copy of this information.

Section 1 of Contribution to Statutory EHC Needs Assessment

|   |                              |
|---|------------------------------|
| <b>Name:</b>  | First name Surname           |
| <b>Date of Birth:</b>   | DD/MM/YY                     |
| <b>Ethnicity:</b>   |                              |
| <b>Educational Setting:</b>   | Name of Setting:<br>Address: |
| <b>Diagnosis: (where applicable)</b>  |                              |
| <b>Social Care Status:</b> (LAC, CP, CIN, FCO, ICO, Section 20, Subject to Court Order)   |                              |
| <b>Specific Circumstances</b> (Care Leaver, Educated Out of Area, in Alternative Provision, in Hospital, children of Service Personnel, in Youth Custody) |                              |

|  |  |
|--|--|
| <b>Name of Parent/Carer or Legal Guardian who has parental responsibility:</b> | First name Surname<br>First name Surname |
|--|--|

|   |                                      |
|---|--------------------------------------|
| <b>Link Professional:</b><br>(Name, role and email address) | First name Surname<br>Role<br>Email: |
| <b>Date of Completion:</b>                                  | DD/MM/YY                             |

**Record of involvement to date (N/A for Educational Settings):**

***Date:***                      ***Reasons for involvement:***

DD/MM/YY

DD/MM/YY

DD/MM/YY

DD/MM/YY

Please add additional lines where necessary.

Section 2 of Contribution to Statutory EHC Needs Assessment:

| <b>The child/ young person's views, interests and aspirations relevant to your Service's involvement.</b> |  |
|---|--|
| <b>Views:</b>   | <ul style="list-style-type: none"> <li>• <i>What people <b>like and admire</b> about the child/ young person - positive qualities, strengths, personal achievements and talents</i></li> <li>• <i>What is <b>important to</b> the child/ young person - important people in their life (including pets), friendships, important routines, favourite and least favourite activities/ lessons and things to be avoided that are important.</i></li> <li>• <i><b>How best to support/ what is helpful</b> to the child/ young person and <b>what is not</b> at home, at the educational setting and in the wider community</i></li> </ul> |
| <b>Personal Interests:</b>  | <ul style="list-style-type: none"> <li>• <i>The child/ young person <b>preferred hobbies and leisure activities</b> at the educational setting, at home and in the wider community</i></li> </ul>  |
| <b>Aspirations for the future:</b>  | <ul style="list-style-type: none"> <li>• <i>The child/ young person <b>short term aspirations</b> (over the next 12 months)</i></li> <li>• <i>The child/ young person <b>long-term aspirations</b> including paid employment/ purposeful activity, independent living and community participation</i></li> </ul>   |

Section 3 of Contribution to Statutory EHC Needs Assessment:

Please include parent/carer/ legal guardian views and aspirations for the child or young person here **relevant to your Service's involvement**.

If the young person is over 16 years then his or her consent is required in the first instance. If the young person is in care, please include the social worker's views.

|   |   |
|---|---|
| <p><b>Family story/ history:</b></p>                                    | <ul style="list-style-type: none"> <li>• <i>Summary of initial concerns</i></li> <li>• <i>Engagement with services across Education, Health and Social Care</i></li> <li>•</li> </ul>   |
| <p><b>Family's views:</b></p>   | <ul style="list-style-type: none"> <li>• <i>The child/ young person's current needs and levels of independence at home and in the community.</i></li> <li>• <i>Family's beliefs about the child/ young person's positive qualities, strengths, personal achievements and talents.</i></li> <li>• <i>Summary of what is important to and how best to support the child/ young person</i></li> <li>• <i>What is going well for the child/ young person and the family and what is not</i></li> <li>•</li> </ul> |
| <p><b>Family's aspirations for the child/ young person's future</b></p> | <ul style="list-style-type: none"> <li>• <i>Short term aspirations for the child/ young person</i></li> <li>• <i>Long term aspirations for the child/ young person including paid employment/ purposeful activity, independent living, health, well-being and community participation</i></li> <li>•</li> </ul>   |

## Section 4 of Contribution to Statutory EHC Needs Assessment: **ASSESSMENT AND PROFESSIONAL ADVICE**

\*\*Please relate long-term outcomes to the National PFA Outcomes detailed in the 0-25 SEND Code of Practice (January 2015):

- **Employment** (developing the skills necessary for volunteering, supported internships, traineeships, apprenticeships, good careers advice and guidance to help young people with their decision-making)
- **Independent living** (including developing independence)
- **Community inclusion** (including friends, relationships and community)
- **Good health** (support to manage own health needs into adulthood)

Please see <https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/pfa-outcomes-tool.htm> and [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) for more details

### Communication and Interaction Needs

**Strengths** (Please summarise strengths in relation to *Communication and Interaction*)

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**Special Educational Needs** (Please summarise identified needs from the assessment. These must be specified in terms of access to education or training that is in addition to, or different from that made generally for others of the same chronological age in settings in relation to *Communication and Interaction*)

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**Long-term personal outcomes** \*\* (These must be specific, measurable, achievable, realistic and time-bound. What exactly is it everyone wants the child or young person to be able to achieve in 3-4 years' time/ by the end of the Key Stage?)

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**Suggested short-term personal outcomes** (These must be specific, measurable, achievable, realistic and time-bound. What exactly is it everyone wants the child or young person to be able to achieve in the next 12 months?)

- 

**Recommended specified and quantified strategies and provisions** (Appropriate programmes/ equipment, when, how frequently (including building in flexibility and graduated reduction in hours of individual support where appropriate to increase independence), session duration, delivered by who and their level of expertise and for what reason). There must be at least one listed provision for each identified special educational need.

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## Cognition and Learning Needs

**Strengths** (Please summarise strengths in relation to *Cognition and Learning*)

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**Special Educational Needs** (Please summarise identified needs from the assessment. These must be specified in terms of access to education or training that is in addition to, or different from that made generally for others of the same chronological age in settings in relation to *Cognition and Learning*)

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**Long-term personal outcomes \*\* , including end-of-educational-course outcomes** (These must be specific, measurable, achievable, realistic and time-bound. What exactly is it everyone wants the child or young person to be able to achieve in 3-4 years' time/ by the end of the Key Stage?)

- 

**Suggested short-term personal outcomes** (These must be specific, measurable, achievable, realistic and time-bound. What exactly is it everyone wants the child or young person to be able to achieve in the next 12 months?)

- 

**Recommended specified and quantified strategies and provisions** (Appropriate programmes/ equipment, when, how frequently (including building in flexibility and graduated reduction in hours of individual support where appropriate to increase independence), session duration, delivered by who and their level of expertise and for what reason/ why). There must be at least one listed provision for each identified special educational need. **Please do not include elements of Standard Inclusive Practice (Early Years) or Quality First Teaching – this is universal provision for all children and young people.**

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## Social, Emotional and Mental Health Needs

**Strengths** (Please summarise strengths in relation to Social, Emotional and Mental Health)

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**Special Educational Needs** (Please summarise identified needs from the assessment. These must be specified in terms of access to education or training that is in addition to, or different from that made generally for others of the same chronological age in settings in relation to *Social, Emotional and Mental Health*)

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**Long-term personal outcomes** \*\* (These must be specific, measurable, achievable, realistic and time-bound. What exactly is it everyone wants the child or young person to be able to achieve in 3-4 years' time/ by the end of the Key Stage?)

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**Suggested short-term personal outcomes** (These must be specific, measurable, achievable, realistic and time-bound. What exactly is it everyone wants the child or young person to be able to achieve in the next 12 months?)

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**Recommended specified and quantified strategies and provisions** (Appropriate programmes/ equipment, when, how frequently (including building in flexibility and graduated reduction in hours of individual support where appropriate to increase independence), session duration, delivered by who and their level of expertise and for what reason/ why). There must be at least one listed provision for each identified special educational need.

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## Sensory and/or Physical Needs

**Strengths** (Please summarise strengths in relation to *Sensory and/ or Physical Needs*)

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**Special Educational Needs** (Please summarise identified needs from the assessment. These must be specified in terms of access to education or training that is in addition to, or different from that made generally for others of the same chronological age in settings in relation to *Sensory and/ or Physical Needs*)

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**Long-term personal outcomes** \*\* (These must be specific, measurable, achievable, realistic and time-bound. What exactly is it everyone wants the child or young person to be able to achieve in 3-4 years' time/ by the end of the Key Stage?)

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**Suggested short-term personal outcomes** (These must be specific, measurable, achievable, realistic and time-bound. What exactly is it everyone wants the child or young person to be able to achieve in the next 12 months?)

- 

**Recommended specified and quantified strategies and provisions** (Appropriate programmes/ equipment, when, how frequently (including building in flexibility and graduated reduction in hours of individual support where appropriate to increase independence), session duration, delivered by who and their level of expertise and for what reason/ why). There must be at least one listed provision for each identified special educational need.

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## Health Needs (Health Practitioners only)

**Strengths** (Please summarise strengths in relation to managing a diagnosed Health condition)

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**Health needs that relate to Special Educational Needs** (Please summarise identified/ diagnosed Health needs from the assessment and how these present for the individual child/ young person)

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**Long-term personal outcomes** \*\* (These must be specific, measurable, achievable, realistic and time-bound. What exactly is it everyone wants the child or young person to be able to achieve in 3-4 years' time/ by the end of the Key Stage?)

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**Suggested short-term personal outcomes** (These must be specific, measurable, achievable, realistic and time-bound. What exactly is it everyone wants the child or young person to be able to achieve in the next 12 months?)

- 

**Recommended specified and quantified strategies and provision that educates or trains** (Appropriate programmes/ equipment, when, how frequently (including building in flexibility and graduated reduction in hours of individual support where appropriate to increase independence), session duration, delivered by who and their level of expertise and for what reason/ why). There must be at least one listed provision for each identified special educational need.

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**Any Health Provision reasonably required by the learning difficulties or disabilities which result in the child or young person having Special Educational Needs** (See above in terms of specification and quantification. E.g. Arrangements for monitoring and review and or training to be delivered to educational settings to support the child/ young person in managing his or her Health condition)

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## Social Care Needs (Social Care/ Care Practitioners only)

**Strengths** (Please summarise strengths in relation to identified Social Care and Social Welfare Needs)

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**Social Care Needs that relate to special educational needs** (Please summarise all social care needs gathered from all professional reports – e.g. SAF, TAF, CIN, CP Plan, PEP. **Inclusion of this information MUST be with the consent of the young person (post 16), family/ primary carer/ legal guardian**)

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**Long-term personal outcomes** \*\* (These must be specific, measurable, achievable, realistic and time-bound. What exactly is it everyone wants the child or young person to be able to achieve in 3-4 years' time/ by the end of the Key Stage?)

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**Suggested short-term personal outcomes** (These must be specific, measurable, achievable, realistic and time-bound. What exactly is it everyone wants the child or young person to be able to achieve in the next 12 months?)

- 

**Recommended specified and quantified strategies and provision that educates or trains** (Appropriate programmes/ equipment, when, how frequently (including building in flexibility and graduated reduction in hours of individual support where appropriate to increase independence), session duration, delivered by who and their level of expertise and for what reason/ why). There must be at least one listed provision for each identified special educational need.

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**Social Care Provision - Any Social Care Provision which must be made for a child/young person under 18 resulting from section 2 of the Chronically Sick & Disabled Persons Act 1970** (See above in terms of specification/ quantification. E.g. Short breaks, adaptations through disabled facilities grants, provision from a Personal Social Care Budget)

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**Social Care Provision - Any other Social Care Provision reasonably required by the learning difficulties and disabilities which result in the young person having special educational needs** (Post 18 only. See above in terms of specification/ quantification. E.g. Provision such as adaptations to accommodation, supported access to the community and residential short breaks)

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## Children/ Young People in Specific Circumstances (ALP and YOT Practitioners only)

**Strengths** (Please summarise strengths in relation to identified Social Care and Social Welfare Needs)

- 

**Social Care Needs that relate to special educational needs** (Please summarise all social care needs gathered from all professional reports – e.g. SAF, TAF, CIN, CP Plan, PEP. **Inclusion of this information MUST be with the consent of the young person (post 16), family/ primary carer/ legal guardian**)

- 

**Long-term personal outcomes** \*\* (These must be specific, measurable, achievable, realistic and time-bound. What exactly is it everyone wants the child or young person to be able to achieve in 3-4 years' time/ by the end of the Key Stage?)

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**Suggested short-term personal outcomes** (These must be specific, measurable, achievable, realistic and time-bound. What exactly is it everyone wants the child or young person to be able to achieve in the next 12 months?)

- 

**Recommended specified and quantified strategies and provision that educates or trains** (Appropriate programmes/ equipment, when, how frequently (including building in flexibility and graduated reduction in hours of individual support where appropriate to increase independence), session duration, delivered by who and their level of expertise and for what reason/ why). There must be at least one listed provision for each identified special educational need.

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**Social Care Provision - Any Social Care Provision which must be made for a child/young person under 18 resulting from section 2 of the Chronically Sick & Disabled Persons Act 1970** (See above in terms of specification/ quantification. E.g. Short breaks, adaptations through disabled facilities grants, provision from a Personal Social Care Budget)

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**Social Care Provision - Any other Social Care Provision reasonably required by the learning difficulties and disabilities which result in the young person having special educational needs** (Post 18 only. See above in terms of specification/ quantification. E.g. Provision such as adaptations to accommodation, supported access to the community and residential short breaks)

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Section 5 of Contribution to Statutory EHC Needs Assessment:

|  |   |
|--|---|
| <b>Any additional notes/ results from assessment</b> | <ul style="list-style-type: none"> <li>•</li> </ul> |
|--|---|

Thank you for completing your contribution to the EHC Needs Assessment. Please email this document to [SEN@bristol.gov.uk](mailto:SEN@bristol.gov.uk)