**Guidance for Education, Health and Care Needs Request Meeting**

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| **Details of child or young person** | |
| **Name** |  |
| **Date of birth** |  |
| **Address** |  |
| **Current placement** |  |
| **Details of EHC Request Meeting** | |
| **Date of meeting** |  |
| **Name of Attendees** | **Designation** |
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| **Section A: a profile of X, including views, interests and aspirations** | |
| Please provide the below information that has been gathered in a person centred approach multi agency approach with a clear focus on pupil voice, and child or  young person’s views and families views and aspirations for the future.  • A brief history of your experience of the child/young person and a brief description of their current health, independence and home situation.  • Your view on how best to communicate with the child/young person and engage them in decision-making  What you like and admire about the child/young person and what you consider to be their strengths.   * What do we like and admire about..? What are his/her strengths? * What is important to and for .. and why? (Now and in the future) * What is working well for…? * What is not working well for …? * What help and support are important for..? * What are the next actions for…? (Including agreeing dates for further assessments) | |
| **Section B: X’s education and development: personal strengths and special educational needs under the respective headings below in priority of need order.** | |
| (i) Please give a description of the child’s/young person’s current level of progress, giving dates and methods of assessment, where appropriate. Areas for comment can include:  • Speech, language and communication skills,  • Social skills and interaction,  • Cognitive development, including reasoning, organisational and problem-solving skills,  • Educational attainments,  • Approaches and attitudes to learning,  • Emotional development and mental health,  • Behaviour,  • Health and physical development including general health, gross and fine motor skills, vision and hearing,  • Self-help and independence skills including continence.  Please indicate personal strengths and significant special educational needs and disability (SEND) TfC Sunderland SEND Ranges 0-25 years Guidance 2019 level 4 and above.  Please detail which TfC Sunderland SEND Ranges 0-25 years Guidance 2019 have been applied for each category of need? You will need to provide evidence within your SEND Support Plan through the graduated response how these link to the presenting needs, assessment and planning, teaching and learning strategies, delivery of curriculum and interventions within the identified range. It should be clear what assessments have been carried out to establish the current level of functioning.  **Communication and Interaction – Range**  Strengths – these are areas/level of development/assessment that the child/young person has achieved and can do  Special educational needs – these are the areas/tasks/skills that the young person is not yet able to do, needs to develop further. As far as possible these should be quantified so that it is clear the child/young person’s functioning with the task or skill. For example, can use 3 key words to respond to a question, can understand instructions at 2 key word level.  **Cognition and Learning - Range**  Strengths - these are areas/level of development/assessment that the child/young person has achieved and can do  Special educational needs – these are the areas/tasks/skills that the young person is not yet able to do, needs to develop further. As far as possible these should be quantified so that it is clear the child/young person’s functioning with the task or skill. For example, can write a short simple sentence using CVC words, can read words by sight but struggles to blend 2 sounds together.  **Social, Emotional and Mental Health Difficulties - Range**    Strengths - these are areas/level of development/assessment that the child/young person has achieved and can do  Special educational needs – these are the areas/tasks/skills that the young person is not yet able to do, needs to develop further. As far as possible these should be quantified so that it is clear the child/young person’s functioning with the task or skill. For example, can struggle to take turns with more than one peer in a structured activity, shows a negative response to any challenge by using physical actions towards others  **Sensory and/or Physical Needs - Range**  Strengths - these are areas/level of development/assessment that the child/young person has achieved and can do  Special educational needs – these are the areas/tasks/skills that the young person is not yet able to do, needs to develop further. As far as possible these should be quantified so that it is clear the child/young person’s functioning with the task or skill. For example, is not mobile around the environment without the use of specialist equipment, can stand with support but is not able to weight bear  Preparing for Adulthood  Please indicate under each area of Preparing for Adulthood (PfA), with reference to the Sunderland SEND Ranges 2020, skills and knowledge already achieved and those that are needed to be developed in order to succeed in the future. The PfA outcomes in the SEND Ranges are specific to the areas of the SEND COP, however, some of these skills/knowledge will be transferable across all areas. These are dependent on the age and stage of the child or young person, please refer to PfA outcomes in the SEND Ranges Guidance 2020.  **Employability/Education**  Depending on age and stage the skills and knowledge that will be beneficial in achieving education outcomes of their choice. For example, child will be able to think about subject option choices alongside long term career goals.  **Independence**  Depending on age and stage the skills and knowledge that will be benefical in achieving their independence, both in terms of practical skills, independent travel/living, understanding daily life skills and understanding the world around them.  **Community Participation**  Depending on age and stage the skills and knowledge that will be beneficial in achieving their full status as a member of their own community. This will include; developing friendships, being able to stay safe, accessing all community facilities/resources, will understand social norms and relationships, making informed and positive choices about how they want to spend their free time, building resistant to support emotional wellbeing.  **Health**  Depending on age and stage the skills and knowledge to understand the concept of being healthy, including the benefits of exercise and making health food choices, understand the need for regular dental/vision/hearing checks to maintain good health, understand information in sex education and sexual health, understanding risk associated with drugs and alcohol and be able to apply this information to keep themselves safe. | |
| **Section E: Outcomes and steps towards outcomes with reference to Preparing for Adulthood (PfA)** | |
| In co-production with child/young person and their family please identify the long term outcomes/aims in order for the child/young person to achieve and promote their independence. These outcomes should cover all needs that have been identified in Section B although there does not have to be an separate outcome for each need.  • An outcome can be defined as the benefit or difference made to an individual as a result of an intervention – often identifying what they will be able to do after the intervention that they could not do before. | |

**Please make sure this information is signed and dated by the person chairing the meeting. This information will be shared with those that are asked for advice as part of any EHC needs assessment.**

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| **Signed** |  |
| **Designation** |  |
| **Date** |  |

NB for an early years school or post-16 setting, the signature of the Manager/Head Teacher/Principal is required