**Template 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.** | |
| 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 –  Special educational needs –  **Cognition and Learning - Range**  Strengths -    **Social, Emotional and Mental Health Difficulties - Range**  Strengths –  Special educational needs –  **Sensory and/or Physical Needs - Range**  Strengths -  Special educational needs –  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**  **Independence**  **Community Participation**  **Health** | |
| **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.  **Outcome 1 – PFA link**  **Outcome 2 – PFA link**  **Outcome 3 – PFA link**  **Outcome 4 – PFA link** | |

**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