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|  | | **Setting Request**  **for an Education, Health and Care Needs Assessment** |
| Name of setting |  | whether there is evidence that, despite the early years, school or post-16 institution has taken relevant and purposeful action to identify and meet the special educational needs of the child or young person, the child or young person has not made expected progress  Code of Practice (2014) 9.13 |
| Signature | ……………………………………… |
| Date | Click here to enter a date |
|  | |  |

**EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT REQUEST FORM – FOR WOKINGHAM CHILDREN & YOUNG PEOPLE ONLY**

|  |  |
| --- | --- |
| Checklist | Please tick |
| Consent from parents |  |
| Parent and Young Person Assessment Profile |  |
| SEN Support Plan plus Heath Plan and CIN/CP Plan if involved |  |
| Exceptional Needs Funding / Early Years Inclusion Funding / High Needs Funding Template |  |
| Analysis of behaviours: frequency/ severely context/ antecedents and consequences (where applicable) |  |
| Copies of the three latest consecutive individual education plans (IEPs) or equivalent |  |

**Current Involvement – Amend as required**

|  |  |  |  |
| --- | --- | --- | --- |
| Service | Name | Latest report date | Report attached |
| SENCO |  |  |  |
| Educational Psychologist |  |  |  |
| Education Welfare |  |  |  |
| Foundry College |  |  |  |
| Learning Support |  |  |  |
| Sensory Consortium |  |  |  |
| Paediatrician / GP |  |  |  |
| CAMHS / Adult Mental Health |  |  |  |
| OT / Physiotherapist |  |  |  |
| SALT |  |  |  |
| Social Worker |  |  |  |
| Adviza (Careers Service) |  |  |  |
| Optalis |  |  |  |
| Other(s) | | | |
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**Part 1: Key Information**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name |  | | | | | Setting | |  | | |
| DOB |  | NCY |  | Offset |  | Vulnerable group | | | | Please specify: |
| Pupil Premium | | How is PP being used: | | | | FSM / Ever6 | | | |  |
| Y/N | |  | | | | LAC / Adopted / Special Guardianship / Care Leaver | | | |  |
| EAL / Teen Parent | | | |  |
| Traveller / Armed Forces | | | |  |
| Attendance  % | AA | UA | | Exclusions | | Fixed Term | Perm. | | Type of need |  |

|  |  |
| --- | --- |
| Background information: | |
|  | |
| Strengths of the child / young person: | |
|  | |
| Description of Special Educational Needs/Disability (SEND) | Impact of the SEND on his/her learning and development |
|  |  |

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| --- |
| Achievements of the Child / Young Person |
|  |
| Aspirations of the Child / Young Person |
|  |

**Part 2: Attainment Information –** Complete age related tables and **delete** remainder

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| **Early years foundation stage**  **Indicate the developmental level the child is currently working within**  **E for Emerging/D for Developing/ S for Secure End of EYFS Em for Emerging/Exp for Expected/ Exc for Exceeding** | | | | | | | |
| Prime Areas of development | Months | | | | | | At end of EYFS |
| 0-11 | 8-20 | 16-26 | 22-36 | 30-50 | 40-60 |
| Personal, social and emotional | | | | | | | |
| Making relationships | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | Em/Exp/Exc |
| Self-confidence and self-awareness | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | Em/Exp/Exc |
| Managing feelings and behaviour | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | Em/Exp/Exc |
| Communication and language | | | | | | | |
| Listening & Attention | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | Em/Exp/Exc |
| Understanding | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | Em/Exp/Exc |
| Speaking | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | Em/Exp/Exc |
| Physical development | | | | | | | |
| Moving & Handling | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | Em/Exp/Exc |
| Health & Self Care | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | Em/Exp/Exc |
| Literacy | | | | | | | |
| Reading | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | Em/Exp/Exc |
| Writing | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | Em/Exp/Exc |
| Mathematics | | | | | | | |
| Numbers | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | Em/Exp/Exc |
| Shape, space & measure | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | Em/Exp/Exc |
| Understanding the World | | | | | | | |
| People & communities | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | Em/Exp/Exc |
| The World | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | Em/Exp/Exc |
| Technology | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | Em/Exp/Exc |
| Expressive arts and design | | | | | | | |
| Exploring and using media and materials | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | Em/Exp/Exc |
| Being imaginative | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | E/D/S | Em/Exp/Exc |

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| **Key stages 1- 3 Attainment** *– Record progress over time. Include data from the end of last KS through current KS* | | | | | | | | | |
| Subject/attainment area | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 | Y9 |
| Speaking and listening |  |  |  |  |  |  |  |  |  |
| Reading |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |
| Spelling |  |  |  |  |  |  |  |  |  |
| Mathematics |  |  |  |  |  |  |  |  |  |
| Science |  |  |  |  |  |  |  |  |  |

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| **Key Stage 4** | | | |
| Subject area | Target/Examination level | Subject area | Target/Examination level |
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| **Key Stage 5 or Post-16** | | | |
| Subject area | Target/Examination level | Subject area | Target/Examination level |
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| **Other assessments – Record progress over time** | | | | | |
| Area assessed  (e.g. Reading) | Assessment tool / test used | Previous result/score | Date | Most recent result/score | Date |
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**Part 3: Consideration for Exceptionality**

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| **Provision map** – demonstrate how setting is using the first £10K / 20 hours equivalent LSA support and additional exceptional provision | | | | | |
| Need | Interventions/Aids/  Adaptations/Equipment | By whom? | Frequency/time of intervention per week | Cost of intervention | Outcome |
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| **TOTAL COST:** | | | | £ |  |

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| **Provision map** *–* **Exceptional provisional** *(demonstrate how the setting is using over setting’s £10K / 20 hours equivalent LSA support)* | | | | | |
| Need | Interventions/Aids/  Adaptations/Equipment | By whom? | Frequency/time of intervention per week | Cost of intervention | Outcome |
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| **TOTAL COST:** | | | | £ |  |

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| **Details of external specialist involvement** | | | | |
| Who delivered the provision? | What interventions were undertaken? | How much/often and over what time period? | How has the intervention been reviewed/evaluated? | What were the outcomes for the child / young person? |
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**Part 4: Outcomes and Provision**

This section describes outcomes for the coming year and / or key stage.

For young people preparing for transition to adulthood from Y9, outcomes should include those relating to independence, employment and links to the community and health.

Complete the sections which are appropriate to the individual child / young person. Specify who does what to help achieve the outcome

|  |  |
| --- | --- |
| Current desired SMART outcomes for Cognition and Learning | Describe the current provision and support |
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| Current desired SMART outcomes for Communication and Social Interaction | Describe the current provision and support |
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| Current desired SMART outcomes for Social, Emotional and Mental health | Describe the current provision and support |
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| Current desired SMART outcomes for Sensory and/or Physical | Describe the current provision and support |
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| Current desired SMART outcomes for Health | Describe the current provision and support |
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| Is there a Health Needs Plan in place? |  |
| Is there a Risk Assessment for their Health needs in place? |  |

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| Current desired SMART outcomes for Social Care  (For Y9 and over include independence, employment and community links) | Describe the current provision and support |
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| Is there a Child In Need or Child Protection Plan in place? |  |
| Is there a CiC Plan / PEP in place? |  |

**Parent/Carer Signature**

|  |  |
| --- | --- |
| **Signed** |  |
| **Parent/Carer(s) name** |  |
| **Date** |  |

**Please email this form to:**

[**SENDEHCAssessments@wokingham.gov.uk**](mailto:SENDEHCAssessments@wokingham.gov.uk)