Prior to a request being made for an Education, Health and Care assessment, parents should have the opportunity to complete the parental advice form in order to share information about their child/young person.



**Guidance notes for p**

**arental advice for an**

**Education, Health and Care (**

**EHC**

**)**

**needs**

**assessment**

A Team Around the Family (TAF) meeting should be held before an EHC needs assessment request is made, which you will be invited to. A Special Educational Needs and Disability Officer (SENDO) from the Local Authority (who works with your child/young person's education setting) should also be invited so that they can provide information about the EHC assessment process and answer any questions you may have.

Once an EHC needs assessment request has been made, parents will be contacted by a caseworker from the SEND Team, who will discuss any additional information you would like to be considered, that has not already been submitted. If you have additional information you would like the Local Authority to consider, the caseworker will send out the parental advice form again so that any new/additional information can be shared. It is important that you return this within the timescale stated in the letter.

If you need any help to complete the advice form, you can ask for advice from your child's educational setting and/or the services listed below:

|  |  |
| --- | --- |
| Area  | Contact Number  |
| SEND Information, advice and support | 0300 123 6706  |
| Barnardo's Independent Support  | 01772 629 470  |

 **Completing the Parental advice form**

# General guidance

* Bullet points should be used where possible throughout the form, to help keep writing concise and easy to follow.
* Please ensure that the child's/young person's details are completed in full.
* Please give full details for parent(s)/person(s) responsible for the child/young person. There is room for details to be recorded separately if applicable. For example, if parents live at separate addresses or if a social worker shares parental responsibility.
* Provide a list of all professionals involved with the child/young person, both currently and within the last 12 months. It is a good idea to check with your child/young person's educational setting (school/college etc.) that they have all the most up to date information. For example, do they have all of the most recent letters and reports about your child/young person's health or social care needs and conditions?

# Section A

## Child or Young Person's Relevant History

* This section should be specific to the child or young person and should summarise relevant information regarding the child's/young person's history.
* Information regarding the child or young person's special educational needs and the support you feel is needed to meet them should not be described in this section as there is a section about this later in the form.
* It is important not to include the surnames of other children.
* If a child/young person has a sibling(s), this can be put in this section (please do not include dates of birth, instead make reference to how many years older/younger the sibling is to the child/young person).

**What are your child's/young person's hopes and dreams for the future?**

* This could be what the child/young person wants for their immediate future or in a few years' time. It can include everything they might want from life from being happy, to having friends, getting a job or becoming more independent.
* It is important that we know what is important to your child for the future, as this will enable all the people supporting him/her to develop action plans that take their own hopes and dreams into account.
* It is important to record in this section how the child/young person's views were gathered, e.g. through conversation, an activity using pictures/picture cards, through discussion with family or people that support the child/young person.

**What are your hopes and dreams for your child's/young person's future?**

* It is important to share your own hopes and dreams for child's future in the short and longer term, even if these are different to what your child/young person might want.

# Section B

## Strengths and Special Educational Needs

* Strengths - what are the things that are working well for your child/young person? You might want to consider their gifts, skills and achievements.
* Needs – these are what you consider your child/young person's difficulties to be. What things are making it difficult for them to access the curriculum and progress?

You might want to provide information in one or more of the areas listed below, depending on what is relevant for your child/young person. Consider whether the information you wish to provide is typical for your child's age/stage of development, as this would not be identified as a Special Educational Need. The examples given are not a complete list but may be helpful to use as a guide when thinking about the information you want to share:

* Cognition and learning – how do you feel they are progressing in school, are there things your child is making good progress with? Are there particular aspects of learning that they find difficult?
* Communication and Interaction – how does your child like to communicate with adults and other children? Do they have any difficulties with speech and language? Do they socialise with other children and make friends?
* Social, emotional and mental health – how does your child manage emotionally? Are there situations when your child feels more able to cope and why do you think this is? Do you have any worries about their behaviour or their mental health?
* Physical and/or sensory – Does your child have difficulties with larger movements (gross motor skills) such as running, walking, climbing, and balance? Do they find smaller movements (fine motor skills) difficult such as fastening buttons, holding a pen, hand eye co-ordination? Consider if your child appears particularly sensitive to sensory experiences, e.g. smells, tastes, noises, the feel of certain materials, lights.
* Independence and self-help – Is your child/young person able to dress/undress and feed himself/herself independently. Are there other selfhelp skills that they struggle with in school? Is your child/young person able to organise himself/herself for and during the school day? Is he/she able to safely and independently make their way from one class to another (where appropriate)? Do they have an awareness of danger and how to keep themselves safe?

Section C

## Health needs

* Does your child have health difficulties which impact on them at home and at school? Please provide details.
* What support, if any, is your child receiving from the health service either at home or in school? (This may include support from your GP, Specialist Therapist, Paediatrician and Psychiatrist. Please provide details of the support provided)

# Section D

## Social Care needs

* Do your child's difficulties impact on your family at home? Please provide details
* Are you receiving any support from social care? (Please provide details including the name of your social worker and details of the support provided)

# Section E

## Outcomes and Provision

* Outcomes - what outcomes do you want for your child/young person by the end of this stage (or phase) of their education? (E.g. by the end of their reception year, key stage 1, 2, 3 etc.)
* Provision - what support has worked well and what support do you think is needed to help them achieve their outcomes?

Is there anything that you feel is not working well for your child/young person? Have you discussed your concerns with someone at their educational setting and what was their response?

If you have any questions, or would like further advice, please contact the SEND Team using the details below.

|  |  |  |
| --- | --- | --- |
| Area  | Email Address  | Contact Number  |
| Lancaster/Fylde/Wyre  | inclusion.north@lancashire.gov.uk  | 01524 581114  |
| Chorley, South Ribble, West Lancs, Preston  | inclusion.south@lancashire.gov.uk  | 01772 531597  |
| Burnley, Pendle, Hyndburn, Ribble Valley, Rossendale  | inclusion.east@lancashire.gov.uk  | 01254 220561  |