

## **Completion of the revised Education, Health and Care Assessment Form: tips and reminders**

### **Checklist of evidence to support request for EHC Assessment**

Please ensure that all the following evidence is attached:

- CRISP Assessment Record (or equivalent if other LA)
- Attendance Record
- Evidence of Plan, Do, Review cycles – e.g. ITPs, SEN Support Plans, Reviews
- TAC reports from outside agencies
- Reports from other professionals, including Health and Social Care

### **Section 1: All About Me**

It is essential as part of a person-centred approach to capture and reflect the voice of the child or young person, and should describe their views, interests and aspirations. These views, interests and aspirations should comprise the start of the golden thread, relating directly to strengths and skills, needs, outcomes and provision.

The child or young person can choose to represent their views in the first or third person. It is important to state clearly whether the information comes directly from the child or young person, or whether another person is representing them.

Parents and carers also have the opportunity to express their views about what is important now and in the future for their child. As above, it is important to state clearly whether this information comes directly from the parent or carer, whether another person is representing them, and how the information was obtained.

The 'My Story' section should reflect what has been happening recently for the child or young person (e.g. identified needs and support, any relevant family circumstances) and the current position, such as why the request for an EHC Assessment is being made now. Historical biographical information can be included as an appendix or recorded on the SEN Support Plan.

### **Section 2: The Child or Young Person's Needs**

This section describes the child or young person's strengths, skills and needs, including those pertaining to Health and Social Care. The Social Care section can include wider aspects of social care such as family support, recreational time and developing social independence skills.

Please also indicate in the box provided, the primary area(s) of need identified, prioritising 1 for primary need, and 2 for secondary need if applicable.

### **Section 3: Provision made and progress over time**

This section is critical in order to understand clearly the child or young person's current attainments and the rate of progress s/he has made over time in response to interventions and provision made. Provision made from the Notional SEN budget and other funding sources, such as ISEY, and its impact should be detailed in the table provided.

### **Section 4: Planning for the way forward**

This section includes the desired outcomes for the child or young person, and to be expressed as both long term and short term outcomes, e.g. a long term outcome for each identified need, and the short term outcomes necessary to make progress towards this. Outcomes which reflect preparation for adulthood should always be included for those young people in Year 9 onwards, and can be considered at an earlier stage where appropriate.

Outcomes should capture the overall benefits or difference for the child or young person, and should be;

- Forward looking
- Person centred
- Holistic
- Support the aspirations of the child or young person
- Set high expectations and build on what is working well as well as addressing what is not working well

Outcomes should not be confused with objectives, and they are not provision. Provision is what should be provided to meet a child or young person's needs and enable the outcomes to be achieved.

When recording how the desired outcomes might be achieved, please indicate the support and information that may be required, e.g. curriculum arrangements, staffing, environment and facilities, equipment and resources.

### **Consent form and referrer's details**

The consent form and section for referrer's details must be completed in full and signed.