

EARLY YEARS SETTING OR PROVISION REQUEST FOR STATUTORY EDUCATION, HEALTH AND CARE ASSESSMENT

Please note that all the information on this form will be copied to parent/carers and agencies directly involved in the education of the child/young person. (Please ensure you have completed the checklist and all appropriate reports are attached).

In order for a statutory assessment to be undertaken, the balance of evidence must show that the child/young person's learning difficulties have not responded to relevant and purposeful measures by the school/setting and external specialists over time, (at least 2-3 cycles of Assess, Plan, Do, Review). The evidence must also show that child/young person's learning difficulties may call for special education provision which cannot reasonably be provided within the resources normally available (i.e., for mainstream Reception classes, provision that costs over £6k per annum).

CHILD'S DETAILS		<div style="border: 2px solid #0056b3; border-radius: 15px; padding: 10px; background-color: #fce4d6;"> <p>Please refer to Chapters 5 and 9 of the SEND Code of Practice and especially sections 5.49 and 9.14 which gives an overview of the criteria for assessment</p> <p>https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</p> </div>
Surname:		
Date of Birth:		
Year Group:		
Ethnicity:	Social Care no:	
PARENT/CARER DETAILS		
Names of parents/carers with parental responsibility for the child/young person:		
Home Address:		
Postcode:	Telephone:	
Home Language:	Is an interpreter required: Yes/No	
OTHER ADULTS WITH RESPONSIBILITY FOR THE CHILD/YOUNG PERSON		
Is the child in care? (CIC) Yes/No (If Yes, please give details)		
Name:	<div style="border: 2px solid #0056b3; border-radius: 15px; padding: 10px; background-color: #d1e7ff;"> <p>this page should be read and completed fully</p> </div>	
Address:		
Postcode:		Telephone:
CURRENT PROVISION		
Name of setting/school:	Admission Date:	
Address:		
Postcode:	Telephone:	
Is the child in receipt of Funded Early Learning for 2, 3 or 4 Year Olds?	Yes/No	
Does the child currently access Early Years Inclusion Funding?	Yes/No Start date:	
Previous setting/schools attended (if any):		

Child's attendance at Early Years Provision (*please provide details of times attended*)

Monday	Tuesday	Wednesday	Thursday	Friday
give the times e.g., 9:30-11:30				
For children in receipt of Funded Early Learning			YES <i>Please tick</i>	NO <i>Please tick</i>
Does the child receive their funded early learning via a stretched offer (i.e. more than 38 weeks per year)?				
If yes, please give details:				
For children in receipt of Funded Early Learning			YES <i>Please tick</i>	NO <i>Please tick</i>
Does the child attend any other early years setting?				
If yes, please give details:				

Learning Environment (*please indicate*)

Age	0-2 years	2-3 years	3-4 years
Number of children in the child's room			
Number of children in the setting			
Number of children who are the subject of an Education, Health and Care Plan			
Number of children currently undergoing statutory assessment			
Number of staff routinely in this room			
Number of staff funded by the LA (1:1, Early Years Inclusion Funding)			

this page should be read and completed fully

Details of involvement of external agencies:

Agency	Name	Level of support e.g., 1to 1 for 1 hour	Frequency e.g.: 1 x per month	Date of most recent involvement
Paediatrician				
Health Visitor				
Physiotherapist				
Occupational Therapist				
Child Development Centre				
Educational Psychologist		60 mins of individual play therapy (1:1)	1 session a week for 6 weeks	Last session 24.09.19
Speech and Language Therapist				
Specialist Teacher: Behaviour Support, Language				
Sensory Consortium/ Teacher: (PD,VI and HI)				
Early Year's Service				
Portage/ Pre-School Advisory service				
Social Care Service				
Parenting Practitioner				
Other	you can add in rows and other agency titles			

Special Educational Needs

Please refer to Chapter 6.28 to 6.35 (pages 97 and 98) of the SEND Code of Practice and especially section 9:14 which gives an overview of the criteria for assessment
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Identified area(s) of difficulty: *Please tick the box(s) below to indicate child/young person's difficulties with reference to the four areas as identified in 2014:*

- Communication and Interaction Social, Emotional and Mental Health
 Cognition and Learning Sensory and/or Physical

Date SEN Support (K) started

Try to indicate the main issue(s) or indicate which is/are the most acute.
If you tick an area it MUST be referred to again in the sections below

Please describe the child/young person's strengths, interests including any medical diagnosis, if applicable:

Strengths

Interests/Talents

Areas of Need, including any diagnosis

- Bullet point and briefly describe all areas of need here
- Look at the top of any diagnosis letters/reports as the first section usually deals with this area.

Description of child's Special Educational Needs

In each section below, please describe

- the nature and severity of the child/young person's educational needs with reference to the areas identified
- the impact of the child/young person's needs on their learning
- the impact on curriculum access and participation
- the impact on personal and social development; please provide details of other relevant aspects such as social skills, behaviour, self care and confidence

Communication and Interaction	Evidence attached
<p><u>Educational Needs:</u> e.g.,</p> <ul style="list-style-type: none"> • <i>The pupil has a diagnosis of ASD.</i> • <i>The letter from the Paediatrician states that pupil x is non verbal and communicates via physical behaviours.</i> • <i>He is described as having 'severe communication difficulties and scores 8.5 on a specific test., in comparison to the norm of 2.0)</i> • <i>The Speech Therapist has assessed him as having difficulties in.....</i> <p><u>Impact on Learning:</u> e.g.,</p> <ul style="list-style-type: none"> • <i>The pupil's non verbal status and severe communication difficulties means that they have not made the expected progress this year..</i> • <i>Their current assessments at the chronological age of 46 months indicate that they are working at 18-20 months in Listening and Attention, Speaking and understanding.</i> <p><u>Impact on Curriculum Access and Participation:</u></p> <ul style="list-style-type: none"> • <i>The pupil does not try to interact with others unless they want something or have been angered in some way e.g., give an actual example here of this behaviour. This therefore makes it hard to engage the pupil in communicating positively with and responding to others in group work, outdoor play and other social situations.</i> <p><u>Impact on Personal and Social Development:</u></p> <ul style="list-style-type: none"> • <i>The pupil's ASD and non verbal status means that they do not show a desire to communicate with their peers. (give actual example)</i> • <i>The pupil tends to ignore the other pupils and seems very happy with their own company e.g.</i> 	<p>For this and other three sections below, please..</p> <ul style="list-style-type: none"> ✓ make a clear statement ✓ give an example/context reference a report/assessment ✓ use comparative language ✓ keep it brief and to the point ✓ consider using bullets points and underlined/bold key words <p>SaLT report 10.01.19</p> <p>Early Years Advisor report 12.09.17</p> <p>Paediatrician's report/letter 10.02.19</p>

Cognition and Learning	Evidence attached
<p><u>Educational Needs</u></p> <p><u>Impact on Learning</u></p> <p><u>Impact on Curriculum Access and Participation</u></p> <p><u>Impact on Personal and Social Development</u></p>	<p>In these sections, as above, please..</p> <ul style="list-style-type: none"> ✓ make a clear statement ✓ give an example/context ✓ reference a report/assessment ✓ use comparative language ✓ keep it brief and to the point ✓ consider using bullets points and underlined/bold key words <p>Classroom observation 02.10.19</p> <p>E.P. Report 09.01.19</p> <p>EYFS pupil progress records</p>
Social, Emotional and Mental Health Difficulties	Evidence attached
<p><u>Educational Needs</u></p> <p><u>Impact on Learning</u></p> <p><u>Impact on Curriculum Access and Participation</u></p> <p><u>Impact on Personal and Social Development</u></p>	<p>Paediatrician's report/letter 10.02.19</p> <p>Classroom observation 02.10.19</p> <p>EYFS pupil progress records</p>
Sensory and/or Physical Needs	Evidence attached
<p><u>Educational Needs</u></p> <p><u>Impact on Learning</u></p> <p><u>Impact on Curriculum Access and Participation</u></p> <p><u>Impact on Personal and Social Development</u></p>	<p>Paediatrician's report/letter 10.02.19</p> <p>OT/Physio report 12.03.19</p> <p>Classroom observation 02.10.19</p> <p>EYFS pupil progress records</p>

Early Years Foundation Stage attainment and assessment: please provide details of attainments and progress over the time of SEN Support: include curriculum details, P levels or similar and records such as tracking data, EYFS Profile data.

For each aspect of learning, please indicate the child's chronological age in months at the time of assessment, together with their attainment in line with the relevant age and stage developmental band

		baseline age in months	baseline age & stage band	current age in months	current age & stage band
Communication and Language	Listening and Attention				
	Understanding				
	Speaking				
Literacy	Reading				
	Writing				
Mathematics	Numbers				
	Space, shape and measures				
Physical Development	Moving and handling				
	Health & self-care				
Personal, Social and Emotional Development	Managing feelings and behaviour				
	Making relationships				
	Self-confidence and self-awareness				
Understanding the World	People and Communities				
	The World				
	Technology				
Expressive Arts and Design	Exploring and using media and materials				
	Being Imaginative				

Special Educational Needs Support: additional provision to meet the needs of the child

<p>Please give details of the additional provision that has been put into place to promote the inclusion of the child in the early years setting by describing the 'Assess, Plan, Do, Review' cycle and how this has been revisited and built upon over time in order to identify, assess and address needs.</p> <p>This could involve differentiated learning materials and/or activities and resources, specialist equipment, staff development and/or training, specialist CPD.</p>	<p>Evidence attached</p>						
<p>You will need to show what has been put in place as a result of assessments and reviews over ideally 2 cycles of assess, plan, do, review. These cycles can be of any length but should be at least termly.</p> <p>Consider using side headings: Assess, Plan, Do, Review'- clearly show the relationship between the need and the provision put in place to attempt to meet that need.</p> <p>e.g.,</p> <table border="1" data-bbox="151 683 1252 884"> <tr> <td data-bbox="151 683 295 772">Assess</td> <td data-bbox="295 683 1252 772">EYFS Stage band/Classroom assessments indicate Cognitive assessment by EP (10.10.17) shows.... O.T. report (03.09.17) states that</td> </tr> <tr> <td data-bbox="151 772 295 817">Plan + Do</td> <td data-bbox="295 772 1252 817">Targeted group or individual work onusing an evidence based intervention or classroom strategy</td> </tr> <tr> <td data-bbox="151 817 295 884">Review</td> <td data-bbox="295 817 1252 884">EYFS Stage band/Classroom observation/assessments indicate Slow or no progress</td> </tr> </table>	Assess	EYFS Stage band/Classroom assessments indicate Cognitive assessment by EP (10.10.17) shows.... O.T. report (03.09.17) states that	Plan + Do	Targeted group or individual work onusing an evidence based intervention or classroom strategy	Review	EYFS Stage band/Classroom observation/assessments indicate Slow or no progress	<p>Paediatrician's report/letter 10.02.19</p> <p>OT/Physio report 12.03.19</p> <p>Classroom observation 02.10.19</p> <p>EYFS pupil progress records</p> <p>SaLT report 10.01.19</p> <p>Early Years Advisor report 12.09.17</p>
Assess	EYFS Stage band/Classroom assessments indicate Cognitive assessment by EP (10.10.17) shows.... O.T. report (03.09.17) states that						
Plan + Do	Targeted group or individual work onusing an evidence based intervention or classroom strategy						
Review	EYFS Stage band/Classroom observation/assessments indicate Slow or no progress						

<p>Please attach costed provision maps or describe how the EYFS setting/school has utilised its resources to make provision.</p> <p><i>For maintained Early Years settings, this must clearly show purposeful, evidence based provision costing at least the £6000 threshold from the notional SEN budget. Settings may also wish to show provision provided from other funding streams, e.g., Early Years Inclusion Funding.</i></p>	<p>Evidence attached</p>
<p>This is where you could insert your provision maps or other charts showing an overview of the resources (time, resources, people) employed and the cost of this over time that have been recommended in the professionals reports and can therefore be traced back to them.</p> <div data-bbox="151 1355 630 1478" style="border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content;"> <p>Information on Provision Maps can be found in the SENDCo Support Section on 'The Link' website</p> </div>	<p>Paediatrician's report/letter 10.02.19</p> <p>OT/Physio report 12.03.19</p> <p>SaLT report 10.01.19</p>

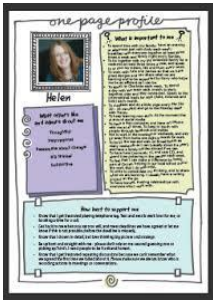

<p>Describe why a statutory assessment will support the planning and provision to meet the child's special educational needs:</p> <p>What do you intend to do/put in place with additional funding?</p> <p>Make sure that you can refer back to the reports/evidence above.</p> <p><i>(For Reception Classes: bearing in mind the notional SEND/Element 2 funding of £6,000 as detailed in your provision map.)</i></p>

Looking ahead what are the desired medium and longer term outcomes.	Evidence attached
<p>Medium Term Outcomes: e.g., by the next annual review, by the end of the key stage</p> <p>Longer Term Outcomes: e.g., by the time I go to school, go into the Juniors etc.</p>	

Describe the steps required to achieve the desired outcomes.	Evidence attached
<p>Considering the desired medium and longer term outcomes in the last section, what needs to be in place for these outcomes to be achieved?</p>	

Child/young person's views:
Please attach a one page profile and where possible this section should be completed and signed by the child/young person.

You could use your own format or others (see below)

<http://www.sheffkids.co.uk/adultssite/pages/onepageprofiletemplates.html>
<http://helensandersonassociates.co.uk/person-centred-practice/one-page-profiles/one-page-profile-templates/>

Child/ young personSignature.....Date.....

Parent/Carer's Views:
Please summarise parent/carer's views on the earlier stages of assessment and the action and support taken to date. This section to be completed and signed by the parent/carer.

you could use these side headings

Earlier stages of assessment

Action and support taken to date

If a parent prefers to dictate to you or prefers you to summarise what was said you can represent their words by using direct quotes and the correct punctuation. You should also read what you have written back to the parent and edit as required.

Parent/Carer NameSignature.....Date.....

CHECKLIST:

It is essential that you provide the following:	Tick if enclosed
Evidence of the child's (attainment and progress) compared to the same start point or expectations of the child.	
Evidence of the involvement and views of Early Help support and /or external agencies including, where applicable: Educational Psychologist Service, Educational Welfare and Attendance Service, Health Authority and Social Services Department Include copies of reports or minutes of review meetings held at various stages over the past year,/18 months where appropriate	
Copies of reviewed individual planning for the child / young person over the past year,/18 months. Include examples of curriculum planning where appropriate.	
Copies of detailed and costed provision maps for the past year /18 months or details of the use of other funding streams e.g., Early Years Inclusion Funding.	
Evidence of involvement of parents and any written comments	
Evidence of involvement of the child and any written comments	
Dated and annotated example of child / young person's work, where appropriate (a maximum of 2)	
A signed copy of the parental agreement form to share information	
Please make sure this form is signed and dated by yourself and parents/carers/young person	

this page should be read and completed **fully**

To be signed by Headteacher / Teacher in Charge/Setting Manager

Signature: _____ **Date:** _____

Name: (Block CAPITALS) _____

IN ORDER TO PROCESS THIS APPLICATION THERE **MUST** BE A NAME, SIGNATURE AND DATE HERE

Please send this completed request by post or secure email to: SEND Team, Slough Borough Council, 2ND Floor East, St Martin's Place, 51 Bath Road, Slough, SL1 3UF.
Email: sendteam@scstrust.co.uk Tel: 01753 787676.

PARENTAL AGREEMENT TO STATUTORY REQUEST TO ASSESS AND TO SHARE INFORMATION BETWEEN PARTNER AGENCIES

Child/young person's details			
Name		Date of Birth	
Current School/ Setting			
<p>I agree to requesting a Statutory Assessment and if the LA agree to begin a Statutory Assessment of my child/for me , I agree to a Medical Examination if required and an Assessment by professionals supporting my child/me. I also agree for information relating to the assessment of my child/me, to be shared with all Service's & partner agencies.</p> <p>Examinations and assessments are required as part of the Statutory Assessment process for special educational needs under Part 3 of the Children and Families Act 2014.</p>			
Parent//Carer or Young person's Name (In BLOCK CAPITALS)	<div style="border: 1px solid black; border-radius: 15px; padding: 5px; background-color: #f0e6e6; text-align: center;"> IN ORDER TO PROCESS THIS APPLICATION THERE MUST BE A NAME, SIGNATURE AND DATE HERE </div>		
Signed		Date	
<p><i>By signing this document you are agreeing to the sharing, of any information obtained, with all service's & partner agencies.</i></p>			

Data Protection:

Under the Data Protection Act 2018, we are required to gain your permission to keep personal details for you and your children on our database. Slough Borough Council and its agents may share this information with government and local authority departments and other authorised organisations for administrative, statistical and research purposes. For further information please visit: <http://www.slough.gov.uk/council/data-protection-and-foi/privacy-notice.aspx>

Completing this form and signing it gives us your informed consent. If you are unable to access the provided links or wish to submit a query in relation to fair processing, please contact the data protection officer at DataProtectionOfficer@slough.gov.uk

PLEASE MAKE SURE THAT THE CHILD OR YOUNG PERSON/PARENT/CARERS/ARE FULLY AWARE OF THESE REGULATIONS