



**WOKINGHAM
BOROUGH COUNCIL**

Setting Request for an Education, Health and Care Needs Assessment

Name of setting

Signature

.....

Date

[Click here to enter a date](#)

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

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

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

Current Involvement – Amend as required

Service	Name	Latest report date	Report attached
SENCO			<input type="checkbox"/>
Educational Psychologist			<input type="checkbox"/>
Education Welfare			<input type="checkbox"/>
Foundry College			<input type="checkbox"/>
Learning Support			<input type="checkbox"/>
Sensory Consortium			<input type="checkbox"/>
Paediatrician / GP			<input type="checkbox"/>
CAMHS / Adult Mental Health			<input type="checkbox"/>
OT / Physiotherapist			<input type="checkbox"/>
SALT			<input type="checkbox"/>
Social Worker			<input type="checkbox"/>
Adviza (Careers Service)			<input type="checkbox"/>
Optalis			
Other(s)			

Part 1: Key Information

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

Achievements of the Child / Young Person

Aspirations of the Child / Young Person

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

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

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									

Key Stage 4			
Subject area	Target/Examination level	Subject area	Target/Examination level

Key Stage 5 or Post-16			
Subject area	Target/Examination level	Subject area	Target/Examination level

Other assessments – Record progress over time					
Area assessed (e.g. Reading)	Assessment tool / test used	Previous result/score	Date	Most recent result/score	Date

Part 3: Consideration for Exceptionality

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
TOTAL COST:				£	

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
TOTAL COST:				£	

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?

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
Current desired SMART outcomes for Communication and Social Interaction	Describe the current provision and support
Current desired SMART outcomes for Social, Emotional and Mental health	Describe the current provision and support
Current desired SMART outcomes for Sensory and/or Physical	Describe the current provision and support

Current desired SMART outcomes for Health	Describe the current provision and support

Is there a Health Needs Plan in place?	
Is there a Risk Assessment for their Health needs in place?	

Current desired SMART outcomes for Social Care (For Y9 and over include independence, employment and community links)	Describe the current provision and support

Is there a Child In Need or Child Protection Plan in place?	
Is there a CiC Plan / PEP in place?	

Please email this form to:
SENDEHCassessments@wokingham.gov.uk