

**PARENT/CARER REQUEST FOR AN EDUCATIONAL, HEALTH AND CARE NEEDS
ASSESSMENT FROM A HEADTEACHER/PRINCIPAL/PRE-SCHOOL**

REQUEST FOR EDUCATIONAL ADVICE

Under Section 36 of the Children and Families Act 2014

(Please refer to the Code of Practice 2014 6.63 and 9.8 onwards)

NB: If a team around the family meeting has taken place prior to the submission of this request please enclose the Minutes from this meeting

Early Years Setting/School/College:		
Name:	Current Year Group:	Date of birth:
Name(s) and address of Parent(s)/Carer(s):		Relationship to Child/Young person:
		Contact Telephone Number:
Child's/Young Person's Address:		
Is the pupil/student in Care to the Local Authority?		
If YES , is the pupil a) ACCOMMODATED UNDER SECTION 20 b) IN CARE ON AN ORDER		

Please indicate by circling or ticking below which is the main disability the pupil has, as according to your PLASC data. Please tick only ONE:	
Speech Language and Communication Needs (SLCN)	
Autistic Spectrum Disorder (ASD)	
Moderate Learning Difficulty (MLD)	
Severe Learning Difficulty (SLD)	
Profound and Multiple Learning Difficulty (PMLD)	
Specific Learning Difficulty (SpLD)	
Social, Emotional and Mental Health Difficulties (SEMHD)	
Visual Impairment (VI)	
Hearing Impairment (HI)	
Multi-Sensory Impairment (MSI)	
Physical(PD)	

Information about **EXTERNAL SUPPORT SERVICES** working with the pupil or advising the school, for example, Educational Psychology, a specialist teacher for learning or behaviour, Speech and Language Therapist, Occupational Therapist etc.

Important note: Please attach formal reports from any of the above services, as long as you have the author's permission.

Name of service				
Name of person				
Post held				
Address				
Telephone Number				
Nature, level, frequency of support				
Report attached (please tick) (✓)				
Attendance at TAF meeting (please tick) (✓)				

The following information must also be included:

- **pupil one page profile or equivalent (Early Years SEN Record and/or My Plan)**
- copies of and/or an equivalent document showing the action taken through SEN support and the reviews drawn up in consultation with parents/carers and the child or young person and where applicable outside agencies.
- the expectation is that individualised learning plans and/or equivalent documents will cover a period of no less than the equivalent of six months. These documents need to demonstrate:
 - the identification of a young person's special educational needs
 - review of the young person's progress in response to school based intervention and to
 - support the young person in achieving specific measurable targets (See Code of Practice 2014 6.36 onwards)

Learning Plan (1)	Date Started:	Date Reviewed
Learning Plan (2)	Date Started:	Date Reviewed:

Please tell us about the child's/young person's strengths and achievements in relation to their education

Please give information about the nature, extent and context of the child's/young person's Special Educational Needs

Please give evidence of the child's/young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies

Are there any issues with the child's/young person's attendance?

YES/NO

If **YES** please give details of actions taken and name of person involved by school.

Early Years Foundation Stage
(If the pupil is in Year 1, please provide a Summary of the Early Years Foundation Stage from Reception)

Please indicate below the “best fit” age and stage for the child in each area of the Early Learning Goals in the Autumn, Spring and Summer terms:

EY Foundation Stage Area of Learning		“Best Fit” Age and Stage Band			Comments (Including the amount of support given)
		Autumn	Spring	Summer	
		Age in months:	Age in months:	Age in months:	
		Date of assessment:	Date of assessment:	Date of assessment:	
Personal, social and emotional development:	Making Relationships				
	Self-confidence and Self-awareness				
	Managing feelings and behaviour				
Communication, language and literacy:	Listening and attention				
	Understanding				
	Speaking				
Physical development:	Moving/handling: Gross motor				
	Moving/handling: Fine motor				
	Health and self-care				
Literacy	Reading				
	Writing				
Mathematics	Numbers				
	Shape, space and measure				
Knowledge and understanding of the world:	People and communities				
	The world				
	Technology				
Expressive Art and Design	Exploring and using media and materials				
	Being imaginative				

Early Years Foundation Stage (Contd)

Please write a short narrative on the child's development in the pre-school year on the characteristics of effective learning indicating the level at which the child started pre-school and the level attained to-date.

Playing and exploring – engagement	Finding out and exploring	
	Playing with what they know	
	Being willing to “have a go”	
Active learning – motivation	Being involved and concentrating	
	Keeping trying	
	Enjoying achieving what they set out to do	
Creating and thinking critically – thinking	Having their own ideas	
	Making links	
	Choosing ways to do things	

STANDARDISED TEST RESULTS

To be completed by schools and colleges **only**
(See next page for recommended tests)

Please provide 2 sets of assessment results, taken over time, to allow the LA to consider progress against baseline results.

Tests should preferably be administered at least 6 months apart.

Area	Name of Test	Date of test and Chronological Age at testing	Standardised Score / Centile / Age equivalent	Administered by (Name & Role)
Reading Accuracy (Previous test results)				
Reading Accuracy (Most recent test results)				
Reading Comprehension (Previous test results)				
Reading Comprehension (Most recent test results)				
Spelling (Previous test results)				
Spelling (Most recent test results)				
Numeracy (Previous test results)				
Numeracy (Most recent test results)				

SPAR Spelling and Reading Tests are designed for the 7.0 – 8.11 age range and give a standardised score, percentile and age equivalent scores.

Wide Range Achievement Test (WRAT 4) is designed for the 5.0 – 94 age range and gives a standardised score, percentile and age equivalent score. It assesses single word reading, comprehension, spelling and arithmetic.

Neale Analysis of Reading Ability (NARA) is designed for the 6.0 – 13.0 age range and gives a standardised score, percentile and age equivalent score. It assesses reading accuracy, reading comprehension and reading rate.

Diagnostic Reading Analysis (DRA) is designed for the 7.0 – 16.0 age range and gives a standardised score, percentile and age equivalent score. It assesses reading accuracy, reading comprehension and fluency/reading rate.

Salford Sentence Reading Test is designed for the 5.0 – 10.6 age range and gives a standardised score, percentile and age equivalent score. It assesses sentence reading.

Edinburgh Reading Test 1 – 4 (ERT) are designed for the 7.0 – 14.6 age range and gives a standardised score, percentile and age equivalent score. It assesses different areas of reading competence.

British Spelling Test Series (BSTS) is designed for the 5.0 – 17.5 age range and gives a standardised score, percentile and age equivalent score. It assesses spelling through single word spelling, dictation and proof of checking activities.

Basic Number Screening Test is designed for the 7.0 – 11.0 age range and gives a standardised score, percentile and age equivalent score. It uses verbal instructions only and no reading is involved.

Mathematics Assessment for Learning and Teaching (MaLT) is designed for 4.0 – 15.5 age range and not only gives a standardised score, percentile and age equivalent score but also a national curriculum level.

National Curriculum

**For those on the National Curriculum Year 1 and above
Both tables below MUST be completed**

Most recent Teacher Assessment Level / or current 'Working at' Level either show unaided results or indicate the amount of support the child/young person needed:

	Level	Date	Support Given		Level	Date	Support Given
Reading				Maths			
Writing				Science			
Spelling							

(Please note that the published Key Stage results will be accessed by the SEN Service)

Previous Teacher Assessment Level / or current 'Working at' Level either show unaided results or indicate the amount of support the child/young person needed:

	Level	Date	Support Given		Level	Date	Support Given
Reading				Maths			
Writing				Science			
Spelling							

(Please note that the published Key Stage results will be accessed by the SEN Service)

P LEVELS

**For those at P Levels Year 1 and above
Both tables below MUST be completed**

Most recent Teacher Assessment Level / or current 'Working at' Level either show unaided results or indicate the amount of support the child/young person needed:

	Level	Date	Support Given		Level	Date	Support Given
Reading				Maths			
Writing				Science			
Spelling							

Previous Teacher Assessment Level / or current 'Working at' Level either show unaided results or indicate the amount of support the child/young person needed):

	Level	Date	Support Given		Level	Date	Support Given
Reading				Maths			
Writing				Science			
Spelling							

LEARNING PROGRAMME FOR YEAR 12 AND ABOVE

(For 18 and over please refer to Code of Practice 2014 9.14 Bullet point 6)

Teacher/Tutor Assessment Level / or current 'Working at' Level either show unaided results or indicate the amount of support the young person needed

Subject	Level/ Programme	Assessment Level & Date	Support Given

CURRENT TEACHING ARRANGEMENTS

Complete the box below in relation to the related costs that the school have provided for this child/young person up to and above the amount of £6,000, including the targeted support the child/young person receives additional to and different from a normally differentiated curriculum, including any input from a specialist teacher/outside agency.

Provision/Resource	Staff/Child/ young person ratio	Frequency	Duration (length of session)	Staff involved	Length in weeks (if time limited intervention)	Actual cost of individual support for child/young person (over 38 weeks)

Please note that a copy of this form **must** be given to parents/carers/young person (if 16 or over) and the enclosures made available to them on request.

If the pupil is looked after by Social Services, please forward a copy to the pupil's social worker.

N.B. IF NOT SIGNED THIS REQUEST WILL BE RETURNED

Headteacher's/Principal's/Settings Leader Signature

Date

Parent/Carer's Signature Date

Or

Young Person's Signature if 16 or over Date

**Area SENCO Signature Date.....

****This signature confirms that the Area SENCO has assisted in completing this request. It is not an indication that a needs assessment is considered appropriate**