**Private and Confidential**

**Education, Health and Care Needs Assessment Request Form**

Please do use the [guidance pages](#GUIDANCE) at the end of this document and the embedded links to support you in completing this form.

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| **Where to send the form when complete** |

When complete please return this form, together with the supporting evidence to:

[ehcneedsassessment@hertfordshire.gov.uk](mailto:ehcneedsassessment@hertfordshire.gov.uk)

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| **Who is making this educational health care needs assessment request?**  **(Please tick the box / boxes which apply)** | | | | |
| **Parent Carer** | **Young Person** | **School / Setting** | **Corporate Parent** | **Other (Specify)** |
| Choose an item. | Choose an item. | Choose an item. | Choose an item. |  |

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| **Child / Young Person’s Details** |

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| Child/Young Person’s First Name (forename): | | | | |  | | | | |
| Child/Young Person’s Last Name (surname): | | | | |  | | | | |
| Preferred name: | | | | |  | | | | |
| Date of Birth: | | Click or tap to enter a date. | | | Sex: | Choose an item. | | Year Group: | Choose an item. |
| First Language: | |  | | | | NHS No: | | [If you do not know your number you can find it here](https://www.nhs.uk/nhs-services/online-services/find-nhs-number/) | |
| How would you describe the child / young person’s ethnicity? | | Choose an item. | | | | | | | |
| Does the child have any communication needs? | |  | | | | | | | |
| Are they looked after by the local authority? |  | | Choose an item. | | Which Local Authority do you live in? | | Choose an item. | | |
| Child/Young Person’s Address: | | |  | | | | | | |
| Current Educational Setting name:  (If Applicable) | | | |  | | | | | |
| Start Date | | | |  | | | | | |
| Previous Educational Setting name:  (If Applicable) | | | |  | | | | | |
| Last Attended: | | | |  | | | | | |
| Child/Young Person’s GP: | | | |  | | | | | |
| GP’s Address and  Telephone No: | | | |  | | | | | |

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| **Parent/Carer Details** | |  | | |
| Name: |  | | | |
| Relationship: |  | | Does parent/carer have [Parental Responsibility](https://www.gov.uk/parental-rights-responsibilities)? | Choose an item. |
| Telephone Contact Details: |  | | | |
| E-mail: |  | | | |
| Address  (if different from above): |  | | | |
| Do you have any communication or access needs? |  | | | |

**Parent/Carer Details**

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| --- | --- | --- | --- |
| Name: |  | | |
| Relationship: |  | Does parent/carer have [Parental Responsibility](https://www.gov.uk/parental-rights-responsibilities)? |  |
| Telephone Contact Details: |  | | |
| E-mail: |  | | |
| Address  (if different from above): |  | | |
| Do you have any communication or access needs? |  | | |

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| **If two parents / carers are listed above who is the best one to contact first?** | **What is the best method of contact?** | **Are there any days / or / times of days which are best to avoid?** |
|  | Choose an item. |  |

Corporate Parent

Only complete if parenting responsibility is shared with a local authority

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| --- | --- | --- | --- |
| Name: |  | | |
| Relationship: |  | Does parent/carer have [Parental Responsibility](https://www.gov.uk/parental-rights-responsibilities)? |  |
| Telephone Contact Details: |  | | |
| E-mail: |  | | |
| Address  (if different from above): |  | | |

Form Completed By   
This section should be filled in by the person making the request.

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| Name: |  | | | |
| What is your relationship to the child?: |  | | | |
| Address (if different from above): |  | | | |
| Telephone No: | |  | E-mail: |  |
| I can confirm that the views, wishes and feelings of the child/young person and the parents/carers have been taken into full consideration in submitting this request | | | | |

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| **Special Educational Needs and/ or diagnosis** |
| **Child/Young Person and Parent/Carer Involvement** |

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| **My reasons for applying are:**  Please tell us why you think your child needs more help at school or college. You can share reasons that show your child finds learning hard or needs support the school might not be able to give. If you have examples, that’s helpful.  Only fill in the parts that matter for your child. You don’t have to answer everything.  There are special sections for children aged 13 and up, as that’s when they start preparing for adult life. Sometimes this might not apply, and that’s okay.  We want to understand what you share and help the people working with your child. Try to keep each answer under 400 words. Think about how your child’s condition affects them each day and in different places. Even with the same condition, children can be affected in different ways. | | | | |
| **Area of Need** | **Describe more about the need and how it impacts on your child** | **Things you do to help (you may call these strategies)** | | **Does anything work well for the young person?** |
| [Cognition and Learning](#Cognition) |  |  | |  |
| [Communication and Interaction](#Communication) |  |  | |  |
| [Social Emotional and Mental Health](#Social) |  |  | |  |
| [Physical and Sensory](#Physical) |  | |  |  |
| Health needs including confirmed diagnosis |  | |  |  |
| [If the child / young person is aged 13 over please include any additional considerations for preparing for the future or being part of their community](https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources) |  | | | |
| Any further information |  | | | |

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| Professionals and / or services involved  \*Please tell us about all professionals / services involved and where appropriate please attach reports given. We are particularly interested in any letter or report outlining describing or supporting a need you have described above.  (include some examples of professionals who may be involved – e.g. advisory teacher, speech and language therapist, paediatrician, mental health teams, ADHD nurse (this list is not exhaustive and there may be many professionals involved)) | | | |
| Profession / Service | Name | Reason for involvement | \*Report Attached? (Yes/No) |
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| **TO BE COMPLETED BY THE SCHOOL / SETTING /**  **PERSON RESPONSIBLE FOR HOME EDUCATION** |

This area is to be completed by the school, the setting or the person responsible for education. In order to support decision makers in reviewing this education, care needs assessment, please provide a list of support and / or provision which are provided **in addition** to the [Hertfordshire Ordinarily Available Provision](https://thegrid.org.uk/send-and-additional-needs/ordinarily-available-provision)

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| **Essential Information From School / Setting** |

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| **UPN (Unique Pupil Number)** |  |
| **ULN (Unique Learner Number)** |  |
| [**DfE Number**](Get%20Information%20about%20Schools%20-%20GOV.UK) |  |
| **Person completing at the setting / school** |  |

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| **Information to include from school / setting** |

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| **We recommend the following are included to support decision makers when considering assessment** | |
| **Item** | **Tick if included** |
| **Inclusion of two recent consecutive Assess, Plan, Do, Review cycles. (Can be obtained from school if parent request for assessment)** |  |
| **Please attach a copy of an individual provision map. This may include:**   * **evidence of how you are using your notional SEND budget** * **eligible pupil premium spend for the child/young person** * **costings of therapies or additional support** |  |

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| **Attendance Information** |

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| **Name of Setting** | **Period (Dates)** | **Actual Attendance (No of Sessions)** | **Possible Attendance (No of Sessions)** | **Percentage Attended** |
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| **Information on reduced timetables / adapted timetables / alternative provision** |

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| **Type of information** | **Submitted (If included complete details of name of setting and full details for reason)** | **Not submitted** | **Not applicable** |
| **Adapted timetable** |  |  |  |
| **Reduced timetable** |  |  |  |
| **Alternative provision** |  |  |  |

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| School / Settings / Person responsible for education please provide the reasons for believing that **[child / young person’s name]** may need an EHC needs assessment here:  Please complete the sections you feel are relevant. Please note you do not need to complete every section. There are separate areas for young people once they turn 13 as this is when transition to adulthood begins.However preparing for adulthood starts at age 0 and so you may wish to refer to this document to support you inwriting this document: [PfA outcomes Tool.pdf](https://councilfordisabledchildren.org.uk/sites/default/files/uploads/attachments/PfA%20outcomes%20Tool.pdf) Or refer to your Hertfordshire training on Preparing for Adult.  We want to make sure we get the most important information and that all professionals can understand all you tell us here. To ensure this happens please do try and restrict your words to a maximum of 400 in each section. Please always consider the impact that the condition has on the child / young person each day and in different situations. A diagnosis of a condition can be very different for each individual. If this information is included within your APDR please link document here – do not duplicate. | | | | | |
| Schools identified main presenting need for child / young person | Cognition and Learning | Communication and Interaction | Social Emotional and Mental Health | Physical and Sensory | |
| [Please click the main presenting need](#Need) |  |  |  |  | |
| Area of Need | How does area of need present? | | | Support / strategies currently in place | Impact of support / strategy |
| [Cognition and Learning](#Need)  [EYFS – year 8](#Need) |  | | | If this is included within your APDR please link document here – do not duplicate | If this is included within your APDR please link document here – do not duplicate |
| Year 9 onwards  Further education, higher education or employment. |
| [Communication and Interaction](#Communication)  [EYFS – year 8](#Communication) |  | | | If this is included within your APDR please link document here – do not duplicate | If this is included within your APDR please link document here – do not duplicate |
| Year 9 Onwards  Community and friendships |
| [Social Emotional and Mental Health EYFS – year 8](#Social) |  | | | If this is included within your APDR please link document here – do not duplicate | If this is included within your APDR please link document here – do not duplicate |
| Year 9 onwards independence and independent living |
| [Physical and Sensory](#Physical)  [EYFS – year 8](#Physical) |  | | | If this is included within your APDR please link document here – do not duplicate | If this is included within your APDR please link document here – do not duplicate |
| Year 9 onwards maintain good health |
| Health needs including confirmed diagnosis |  | | | If this is included within your APDR please link document here – do not duplicate | If this is included within your APDR please link document here – do not duplicate |
| Any further information |  | | | | |

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| **Attainments and Progress** |

Only complete relevant sections**.** Schools and settings: If stating below chronological age please provide a working age equivalent (e.g. working at year one level) or a nationally standardised score. We would expect evidence of assessment and progress when making an EHC Needs Assessment application across all relevant areas. [At all times please ensure you have referred to the](#OAP): [Hertfordshire Ordinarily Available Provision](https://thegrid.org.uk/send-and-additional-needs/ordinarily-available-provision)

This may include evidence from:

* VSEND
* Working age equivalents
* Standardised scores
* Evidence of significant change of circumstance
* **How you have provided support in addition to the areas within the** [Hertfordshire Ordinarily Available Provision](https://thegrid.org.uk/send-and-additional-needs/ordinarily-available-provision)

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| **Early Years Foundation Stage** |

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| Early Learning Goals (\*Pre school settings please use the monitoring tool you use here if different) | | | | | | | | | | | | | | | | | | |
| Date | Age Months | Communication & language | | | Physical development | | Personal Social & emotional | | | Literacy | | Maths | | Understanding the world | | | Expressive Art & Design\* | |
|  |  | Listening | Understanding | Speaking | Moving & Handling | Health & Self Care | Self  Confidence Awareness | Managing Feelings Behaviours | Making Relationships | Reading | Writing | Number | Shapes, Space & Measure | People & Communities | The World | Technology | Exploring  Using Media & Materials | Being Imaginative |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

\*Key for completion - 1 - Emerging 2 – Developing 3 – Exceeding A – Not Assessed due to absence

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| **Primary** |

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| **Child / Young Person’s Cognition and Learning progress since the end of the previous key stage and over the previous two years.**  Detail of attainments in Reading Writing Maths | | | | | | | |
| Date | Year group | Reading | | Writing | | Maths | | |
| Level | Evidence | Level | Evidence | Level | Evidence | |
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| **KS3**  **Details of attainment and method used to obtain** |

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| **Key Stage 3** | | | |
| **Date** | **Subject** | **Method used to obtain e.g. banding against GCSE, GL etc** | **Level / grade** |
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| **Secondary**  **Key Stage 4 and Post-16 – Attainments and Future Education / training aspirations** |

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| **Key Stage 4 and post-16 attainments** | | | |
| **Date** | **Subject** | **Qualification (GCSE / A Level / Entry Level / BTEC, Basic Skills, ASDAN / Apprenticeship qualifications etc)** | **Level / grade** |
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| **Educational aspirations, career aspirations and further training (e.g. proposed FE course/ training programme etc.)** |
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| **CONSENT** |

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| **IMPORTANT INFORMATION ABOUT CONSENT AND THIS DOCUMENT** |

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| --- | --- |
| Childs first name (forename) |  |
| Childs last name (surname) |  |
| Childs date of birth |  |
| We are asking for this information again as this consent information is stored separately to the other information above. | |

I will have the opportunity to be fully involved in the process, including providing any relevant information regarding my child's strengths, challenges, and needs.

Upon completion of the needs assessment, the local authority will make recommendations, which may include the creation of an EHCP, outlining the support and resources my child may require moving forward.

This area gives you information on how will use information provided within this form. As well as where you can access further information.

I/we would like you to consider my child’s special educational needs, and I agree to the request for the EHCP needs assessment to be conducted for my child. I/we give you permission to:

1. **Collect relevant information** from professionals, such as teachers, medical personnel, and other specialists involved in my child's care and education.
2. The local authority processes this information to **assess the appropriate level of support and provision** for my child’s needs.
3. Sharing of this information with all relevant professionals as part of the Education, Health and Care needs assessment process and, if a plan is issued, for the duration of the plan.
4. If you would like to know how we store and **use your / your child’s personal information** you can find out more in our GDPR information: [How we use your information | Hertfordshire County Council](https://www.hertfordshire.gov.uk/about-the-council/legal/privacy-policy/privacy-policy.aspx)
5. Hertfordshire County Council and their partners **audit a sample of EHCPs** on a quarterly basis this consent permits use of any subsequent plan in this way. **If you wish to opt out or find out more please visit** [How we use your information | Hertfordshire County Council](https://www.hertfordshire.gov.uk/about-the-council/legal/privacy-policy/privacy-policy.aspx)

Additionally, by signing in the space below, I confirm that I have been fully informed and understand the process,

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| **Name of person making request:** |  | **Signed:** |  | **Date:** |  |

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| **Name of person making request:** |  | **Signed:** |  | **Date:** |  |

Please return this form, together with the supporting evidence to:  [ehcneedsassessment@hertfordshire.gov.uk](mailto:ehcneedsassessment@hertfordshire.gov.uk)

If you need this form in a different format (like large print, easy read, or another language), please contact [ehcneedsassessment@hertfordshire.gov.uk](mailto:ehcneedsassessment@hertfordshire.gov.uk)

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| GUIDANCE AND FURTHER INFORMATION  FOR USE WITH THE EDUCATION HEALTH CARE NEEDS ASSESSMENT FORM |

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| **Requesting a Needs Assessment** |

This form helps you ask Hertfordshire Local Authority to carry out an **Education, Health and Care (EHC) Needs Assessment**.

An **Education, Health and Care Plan (EHCP)** is a legal document for children and young people aged 0–25 who need more support than a school or college can usually provide. It explains:

* What your needs are
* What support you should get
* What outcomes or goals you’re working towards

To get an EHCP, the local authority must first decide if you might have **special educational needs (SEN)** and if you might need more help than your school or college can normally give. This is called the **legal test** for an EHC Needs Assessment.

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| **Who can use this form?** |

You can fill in this form if you are:

* A **parent or carer**
* A **young person aged 16 to 25**
* A **professional**, such as a teacher or SENCO

To learn more, see **Chapter 9** of the [SEND Code of Practice 2015](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

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| **Where can you get help?** |

* If you would like help in completing this form please contact your school in the first instance – it works best when we work together.
* You may also like to find out how to access further help at Hertfordshire [SENDIASS](https://hertssendiass.org.uk/home.aspx)
* There is lots of help and information regarding the EHCP process on the Hertfordshire Local Offer [Education, health and care plans (EHCP)](https://www.hertfordshire.gov.uk/microsites/Local-Offer/Education-Health-and-Care-Plans/Education-health-and-care-plans-EHCP.aspx)
* You may also like to find out more about services, events and places to visit as a family supporting a child with SEND [Special Educational Needs and Disabilities | Hertfordshire Directory](https://directory.hertfordshire.gov.uk/Categories/55?utm_source=website&utm_medium=link&utm_id=SENDdirectory)
* Schools and Settings please also ensure that you have carefully considered [Ordinarily available provision - Hertfordshire Grid for Learning](https://thegrid.org.uk/send-and-additional-needs/ordinarily-available-provision)
* When complete please return this form, together with the supporting evidence to:

[ehcneedsassessment@hertfordshire.gov.uk](mailto:ehcneedsassessment@hertfordshire.gov.uk)

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| **What this form is / and is not** |

* This form is **only** for requesting an EHC Needs Assessment.
* If you want to refer someone for services like **speech and language therapy** or **autism support**, please make a separate request. You can use the service directories to find out more about services that are available for each area of need.

Support on a page: [Speech, Language and Communication (pdf 166kb)](https://www.hertfordshire.gov.uk/microsites/Local-Offer/Media-library/Documents/Resource-area-documents/SOAP-SL.pdf)  
Support on a page: [Neurodiversity (pdf 195kb)](https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/hertfordshire-neurodiversity-service-directory-june-2024-pdf-191kb.pdf)  
Support on a page: [Learning difficulties (pdf 143kb)](https://www.hertfordshire.gov.uk/microsites/Local-Offer/Media-library/Documents/Resource-area-documents/SOAP-LD.pdf)  
Support on a page: [Deafness and sight loss (pdf 145kb)](https://www.hertfordshire.gov.uk/microsites/Local-Offer/Media-library/Documents/Resource-area-documents/SOAP-Deaf-Sight.pdf)  
Support on a page: [Physical needs (pdf 144kb)](https://www.hertfordshire.gov.uk/microsites/Local-Offer/Media-library/Documents/Resource-area-documents/SOAP-Physical.pdf)  
Support on a page: [Behaviours that challenge (pdf 181kb)](https://www.hertfordshire.gov.uk/microsites/Local-Offer/Media-library/Documents/Resource-area-documents/SOAP-Behaviours.pdf)  
Support on a page: [Mental Health (PDF 267kb)](https://www.justtalkherts.org/media/documents/mental-health-support-guidance-for-professionals-working-with-children-and-young-people-cyp-jb.pdf)

If you would like to see these in video form find them here: [Support on a Page](https://youtube.com/playlist?list=PLClPgBW-peVSNmGNSUmvrimIlavoLk-aR&si=NNvJZene_c5TxCDA)

* If you are thinking about a **specialist school**, this can be discussed later in the process.
* You can ask the local authority to carry out an assessment at any time. Using this form is optional, but it helps make sure you include all the important information.
* If your child is in school or college, staff can help you complete the form. It’s best when everyone works together.
* Once your request is received, the local authority has **6 weeks** to decide whether to carry out the assessment.
* For a simple overview of the process, visit: [EHC at a Glance 2024.](https://thegrid.org.uk/assets/ehc-at-a-glance-2024.pdf)

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| **Area of Need** |

SEND needs are grouped into four broad areas:  
**Communication and Interaction**  
**Cognition and Learning**  
**Social, Emotional and Mental Health (SEMH)**  
**Sensory and/or Physical Needs**

For many children when the young person is in year 9 or above the Preparing for adulthood headings will be used:

**1. Further or higher education and/or employment**

**2. Independence and independent living**

**3. Community and friendships**

**4. Maintaining good health**

This may not always apply but when it does you may use the following to support in developing targets. [Preparing for Adulthood: All Tools & Resources - NDTi](https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources)

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| **What is Cognition and Learning** |

Children in this category have difficulties with learning, which may include:

* Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia, and dyspraxia
* Moderate to Severe Learning Difficulties (MLD, SLD) affecting overall learning ability
* Profound and Multiple Learning Difficulties (PMLD) requiring high levels of support

Common Challenges:

🔹 Struggles with reading, writing, spelling, or maths  
🔹 Difficulty processing or remembering information  
🔹 Requires repetition and extra time to grasp new concepts  
🔹 Low confidence in academic settings

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| **What is communication and interaction** |

This area includes **speech and language difficulties** as well as conditions like **Autism Spectrum Disorder (ASD)** that impact communication and social skills.

Common Challenges:

🔹 Difficulty understanding or using language  
🔹 Struggles with social interaction and communication  
🔹 Finding it hard to interpret body language, tone of voice, or social cues  
🔹 Sensory sensitivities affecting communication

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| **What is social, emotional, mental health** |

This category covers children who struggle with emotional regulation, social relationships, and mental health. It includes conditions like anxiety, depression, attachment disorders, and ADHD-related emotional difficulties.

Common Challenges:

🔹 Struggles with managing emotions and behaviour  
🔹 Difficulty forming relationships with peers and adults  
🔹 High levels of anxiety, depression, or school avoidance  
🔹 Low self-esteem and confidence

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| **What is physical and sensory** |

This category includes children with physical disabilities, medical conditions, or sensory processing difficulties. Some may need mobility aids, while others may struggle with processing sensory information.

Common Challenges:

🔹 Difficulty with fine or gross motor skills (e.g. holding a pencil, walking)  
🔹 Sensory sensitivities (e.g. loud noises, bright lights, certain textures)  
🔹 Requires specialist equipment or physical adaptations  
🔹 Fatigue or pain affecting learning and participation

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| **Ordinarily available provision** |

In Hertfordshire we have a wide range of resources and support systems for parents, schools, and professionals; however, you have told us that it is not always clear where to start to find this support or what role everyone plays. We have refreshed our current guidance and developed this Ordinarily Available Provision guidance.

‘Ordinarily available provision’ is a phrase, first used in 2023 by the DfE to describe the provision that a local authority expects to be made available for children and young people with SEND in early years settings, mainstream schools, and colleges. Our guidance gives examples of adaptations and reasonable adjustments that are part and parcel of everyday high-quality inclusive mainstream provision. [Ordinarily available provision - Hertfordshire Grid for Learning](https://thegrid.org.uk/send-and-additional-needs/ordinarily-available-provision)