

**PARENTAL REQUEST / CONTRIBUTION FOR THE LOCAL AUTHORITY (LA) TO CONSIDER A STATUTORY ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS (SEN)**

**UNDER THE CHILDREN AND FAMILIES ACT 2014**

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.”

“In considering whether an EHC needs assessment is necessary, the local authority should consider whether there is evidence that despite the early years provider, school or post-16 institution having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress…”

 [SEND code of practice 2015, Sections 6.37 & 9.14]

**This form is for parents of children under the age of 16 only.**

**Young people aged 16 and over need to use a different form.**

**Please complete this form using black ink, as this is easier to photocopy.**

**After you have completed this form, collected and attached copies of all relevant evidence you wish to include in your request, and have also
attached a copy of your child / young person’s views, you can submit it to the Local Authority in any of the following ways:**

|  |  |
| --- | --- |
| **By Email:**  | ehcp@torbay.gov.uk (please send scanned copies to include your signature) |
| **By Post:** | SEND Team2nd Floor (Room SF 332)Electric House, Torbay Councilc/o Torquay Town HallCaste Circus, Torquay,TQ1 3DR  | **In Person:** | Taking it into the Children’s Services Office in Castle Circus, Torquay  |

**SECTION 1 - Child and Parent Details**

|  |  |
| --- | --- |
| Surname of child |  |
| Other names |  |
| Date of Birth |  | School Year Group |  |
| Gender at birthe.g. Boy/Girl |  | Gender identity if different to birth |  |
| Child’s home Address  |  |
| Home Language |  | Religion |  |
| Early Years setting or School currently attended |  |

|  |  |
| --- | --- |
| Your Name/s |  |
| Your Relationship to the child | Please tick here to confirm you have Parental Responsibility (PR) for this child | √ / X |
|  |  |
| Name of anyone else with PR for this child i.e. absent parent |  |
| Contact Details for you and anyone else with PR for this child |
| Addresses (if different to the child) |  |
| Telephone number(s) | Home |  |
| Mobile |  |
| Other  |  |
| Email  |  |
| **Accessibility and Preferred Method of Contact** |
| Do you have any specific communication and/or accessibility needs?If yes please describe e.g. size of text, language interpreter or access arrangements for meetings | Yes / No  |
| Our current most frequent methods of contact include:* Email with attached electronic versions of documents if required)
* Post via Royal Mail
* Phone call
 |
| Preferred method/s of communication | Email (with attached electronic versions of documents if required) | Yes / No |
| Post via Royal Mail | Yes / No |
| Phone call | Yes / No |
| Please can you confirm your primary phone number |  |
| Please can you confirm if you are happy for us to leave voicemail. | Yes / No |
| Text  | Yes / No |
| Virtual meetings via Microsoft Teams | Yes / No |
| Face to face meetings | Yes / No |
| **Please note that it is your responsibility to inform us if any of your contact details or preferred methods of communication change.** |

**ETHNICITY (optional)** – please indicate the child’s ethnic origins:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Indian |  | Caribbean |  | White British |  |
| Pakistani  |  | White and Black Caribbean |  | White Irish  |  |
| Bangladeshi  |  | African |  | Any other White background  |  |
| White and Asian background |  | White and Black African |  | Any other ethnic group |  |
| Chinese  |  | Any other Black background |  | Any other mixed background |  |
| Any other Asian Background  |  |  |  |  |  |

SECTION 2 – Other services/people involved with your child

|  |  |  |  |
| --- | --- | --- | --- |
| **EDUCATION** | **Involved Yes/No** | **Report included** | **Name & Contact Details** |
| Educational Psychology Service |  |  |  |
| Early Years Inclusion Advisory Teachers |  |  |  |
| Hearing Impaired / Visual Impaired Service |  |  |  |
| Outreach Services   |  |  |  |
| Attendance Officer  |  |  |  |
| Other education service or person |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **SOCIAL CARE** | **Involved Yes/No** | **Report included** | **Name & Contact Details** |
| Early Help – family support services |  |  |  |
| Child in Need – social worker |  |  |  |
| Children with Disabilities Team – social worker |  |  |  |
| Youth Offending Team |  |  |  |
| Other social care service or person |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **HEALTH**  | **Involved Yes/No** | **Report included** | **Name & Contact Details**  |
| Speech and Language Therapy |  |  |  |
| Paediatrician |  |  |  |
| Occupational Therapy |  |  |  |
| Physiotherapy |  |  |  |
| Child and Family Guidance / CAMHS |  |  |  |
| Other Health service or person |  |  |  |

## SECTION 3 – More about your Child

The Authority is required to ask parents to provide any advice that they consider relevant to the assessment. Please write your comments in the spaces under the headings in the chart below. You will find notes under each section heading to indicate what type of information it would be useful for you to include within that section. If you need more space, please use single sided A4 paper and attach it to this form. You do not have to write anything if you choose not to do so.

|  |
| --- |
| **FAMILY**For example: Who is part of your family? Who lives with you? Do you have any housing issues? Do you have any pets? |
|  |
| **Early Years** For example: What do you remember about the early years that might help?What was he/she like as a young baby? Were you happy about progress at the time?When did you first feel things were not right? What happened?What advice or help did you receive – from whom? |
|  |
| **What is your child like now?**  |
| **General Health** For example: eating and sleeping habits, general fitness, absences from school, minor ailments, including coughs and colds, serious illnesses/accidents, including periods in hospital.Any medicine or special diet? General alertness including tiredness. |
|  |
| **Physical skills**For example: walking, running, climbing, riding a bike, football or other games, drawing pictures, writing, doing jigsaws; using construction kits, household gadgets, tools, sewing. |
|  |
| **Self-help**For example: level of personal independence, including dressing etc, making bed, washing clothes, keeping room tidy, coping with day-to-day routine, budgeting pocket money, general independence – getting out and about. |
|  |
| **Communication**For example: level of speech, explains / describes events, people, conveys information (e.g. messages to and from school), joins in conversations, uses telephone, first language spoken in the home/family. |
|  |
| **Playing and learning at home**For example: how he/she spends time watching TV, reading for pleasure and information, hobbies, concentration, sharing. |
|  |
| **Activities outside**For example: belonging to clubs, sporting activities, happy to go alone. |
|  |
| **Relationships**For example: with parents, brothers and sisters, with friends, with other adults (friends and relations) at home generally, ‘outside’ generally. Is he/she a loner? |
|  |
| **Behaviour at home** For example co-operates, shares, listens to and carries out requests, helps in the house, offers help, fits in with the family routine and ‘rules’. Moods good and bad, sulking – temper tantrums, demonstrative, affectionate. |
|  |
| **Behaviour at school**For example: relationships with other children and teachers, progress with reading, writing, number, other subjects and activities at school. How the school has helped/not helped with your child. Have you been asked to help with school work – hearing child read – with what result?Does he/she enjoy school? What does he/she find easy or difficult? |
|  |
| **How have you and your child been involved so far?** (e.g. attending meetings at school, health meetings) |
|  |
| **Your General Views and aspirations**For example: What are your hopes for the future for your child? What are his/her hopes for the future? What do you think your child’s special educational needs are? How do you think these can best be provided for? How do you compare your child with others of the same age?What is your child good at or what does he/she enjoy doing? What does he/she worry about – is he/she aware of difficulties? What are your worries/concerns?Is there any other information you would like to give about the family – are there any major events that you think might have affected your child? With whom would you like more contact? How do you consider your child’s needs affect the needs of the family as a whole? |
|  |
| **Your Child’s Views** **(What you feel they would like to be able to do)**For example: Does your child realise that he/she has difficulties? If so, what are your child’s views on how he/she would like to be helped in school? How has he/she told you? |
|  |
| **Your Child’s HOPES FOR THE FUTURE (aspirations)**For example: What job would they like to do as a grown up? Where would they like to live as a grown up? Would they like to have a family of their own? Would they like to drive and own a car?*Common aspirations for younger children are to be an astronaut, lorry driver, pop star, ballerina etc.*  |
| **The Code of Practice for Special Educational Needs, also requires that the Local Authority must seek to ascertain the views of children and young people as part of the assessment. Pupils who are able to do so are encouraged to submit their views themselves using the One-Page Profile or person-centred tools sufficient to complete a One Page Profile (all of which are available to download from** [**www.torbay.gov.uk/schools-and-learning/send/statutory-assessments/**](http://www.torbay.gov.uk/schools-and-learning/send/statutory-assessments/) **).** **Please ensure that your child’s views (Appendix F and One Page Profile or person-centred tools sufficient to complete a One Page Profile) have been completed and you have attached them to this form.** |
| **Additional Information** Is there any other information you would like to give or anyone involved with your child that you would like us to contact as part of this process? |
|  |

**Please tick the situation that applies below**

|  |  |
| --- | --- |
| **This is a parental request** |  |
| **This is the parental contribution to a school request** |  |

**Your Child’s Educational Support and Progress Information**

Here is the checklist of information required in order for the local authority to properly consider a request for statutory assessment as per section 9.14 of the Special Educational Needs and Disability Code of Practice: 0 to 25 years [2015].

**You do not have to be able to provide all of this information yourself.**

**This checklist has been included to show you the information that the Local Authority will have to collect from your child’s school or other education setting (Appendix B) before they will be able to make an informed decision.**

|  |  |
| --- | --- |
| Evidence of the child or young person’s academic attainment (or developmental milestones in younger children) and rate of progress |  |
| Information about the nature, extent and context of the child or young person’s SEN |  |
| Evidence of the action already being taken by the early years provider, school or post-16 institution to meet the child or young person’s SEN  |  |
| Evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided |  |
| Evidence of the child or 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 |  |
| and |
| Where a young person is aged over 18, the local authority **must** consider whether the young person requires additional time, in comparison to the majority of others of the same age who do not have special educational needs, to complete their education or training. Remaining in formal education or training should help young people to achieve education and training outcomes, building on what they have learned before and preparing them for adult life. |  |

The Local Authority publish Guidance Criteria, which can be found at [www.torbay.gov.uk/schools-and-learning/send/statutory-assessments/](http://www.torbay.gov.uk/schools-and-learning/send/statutory-assessments/)

## SECTION 4 – How we will use your information

**What information will we be processing?**

We will process personal information provided by you about you and your child(ren) including names, addresses, contact details, dates of birth, identification reference numbers (e.g. Unique Pupil Number (UPN), NHS number etc.) and gender status. We may also need to hold some special category data including physical and mental health details in order to identify and meet individual needs. And, we may need special category data including: ethnic origin and religious and/or philosophical beliefs.

We will request and process personal information provided by other organisations and bodies including, but not limited to, Torbay Children’s Services, other social care services, education providers, healthcare providers and the police.

We are the data controller in relation to your data.

**Why will we be processing it?**

The Special Educational Needs and Disabilities Service (SEND) will use the data to identify your child’s SEND needs and ensure that the required support is identified. It will be used to determine whether a Statutory Assessment is required and may help inform the outcome of this. [The SEND Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) explains who we **must** ask for advice when carrying out an EHC needs assessment. If appropriate the data will help to formulate, review and monitor your child’s progress against Education, Health and Care Plans (EHCPs).

Your information will allow us to improve the service for others through Quality Assurance. As part of our quality assurance process, we undertake regular auditing of EHCPs, Annual Reviews and amended Plans. This helps us to improve our service. Our auditing work is undertaken internally and externally, with colleagues such as, Education, Health and the Community and Voluntary sector. All those who participate in the auditing process, will sign a confidentiality agreement.

The Special Educational Needs and Disabilities Service (SEND) use data for statutory returns. This data sharing underpins school funding, educational attainment policy and monitoring and enables Government to; produce statistics, assess our performance, determine the destinations of young people after they have left school or college and to evaluate Government funded programmes.

**What is our lawful basis?**

Our lawful basis for processing your personal and special category data is that is a task carried out in the public interest outlined in the General Data Protection Regulation as:

Article 6(1)(c) processing is necessary for compliance with a legal obligation to which the controller is subject

Article 6(1)(e) processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller;

Article 9(2)(g) processing is necessary for reasons of substantial public interest, on the basis of Union or Member State law which shall be proportionate to the aim pursued.

Article 9(h) processing is necessary for the purposes of the provision of health or social care or treatment or the management of health or social care systems and services

These laws being:

* Children Act 2004
* Children Act 1989
* Education Act 1996
* Care Act 2015
* Equality Act 2010
* Children and Families Act 2014
* The Special Educational Needs and Disability Regulations 2014
* Mental Capacity Act 2005
* The Education (Information About Individual Pupils) (England) Regulations 2013

At the beginning of the EHC assessment process we believe its good practice to gain parental or carer consent for the sharing of this data, however this is not necessary to begin assessment.

Educational providers are covered under their own GDPR, privacy notices, policies and procedures.

**Do we share your information?**

If appropriate we may share your data with other organisations and bodies including, but not limited to, Torbay Children’s Services, other social care services, education providers, alternative provision, healthcare providers, Government departments and the police.

Information about you may be provided to us by other organisations and bodies including those listed above.

We do not trade personal data for any commercial purpose and we will only disclose your personal information if we have a lawful basis to do so.

Any information shared is done in accordance with our statutory duties under the above named legislation.

**How long do we keep your information?**

We are currently retaining records relating to children’s services indefinitely as required by the Independent Inquiry into Child Sexual Abuse (IICSA).

**What are my rights?**

Torbay Council’s Information Rights Policy is available upon request or can be found online at [www.torbay.gov.uk/council/information-and-data/data-protection/your-rights/](http://www.torbay.gov.uk/council/information-and-data/data-protection/your-rights/)

You are able to exercise your information rights at the above link.

Alternatively you can contact the Information Governance Team via email at infocompliance@torbay.gov.uk or write to:

Information Governance

Torbay Council, Town Hall

Castle Circus

Torquay

TQ1 3DR

**Declaration:**

I have checked that the details I have provided, including contact details, are correct and have read and understand the privacy information above.

When signing this declaration, you are also giving permission for your child or young person’s EHCP to be part of our quality assurance process. This may also involve direct contact with yourself and if appropriate young person, to gain your thoughts.

Parent 1

Print name: ………………………………………………………………………….

Signed: ………………………………………………………………………

Date: ………………………………

Parent 2

Print name: ………………………………………………………………………….

Signed: ………………………………………………………………………

Date: ………………………………