

**EHC Needs Assessment Family Views**

**Guidance with Section A –**The views, interests and aspirations of your child and you as the parent (this section is completed by you as the parent and/or your child; all other sections are completed by the local authority).

Section A of an EHCP is your opportunity to tell education, health and social care professionals about your child.

On the online hub it will ask you to complete the following boxes – (please see below guidance and support about how to complete these)

**Top Tips:**

1. Detail is key - include as much information as you can about your child or young person, their needs and what strategies help them
2. Talk to other people who know your child/young person – seek the views of partners, relatives, friends and anyone else who knows your child or young person well. This may help you to decide what you want to include in this section
3. Be honest – as a parent it is naturally easier to speak about the successes and strengths of our children, but it’s equally important to detail in this section also
4. Support your child or young person to contribute to or write their Section A. Some children or young people will be able to complete this with minimal assistance, depending on their age and/or overall level of ability
5. You can complete your child or young person’s part of Section A on their behalf if necessary, writing from their perspective, (for example you could write “I am autistic and have hyper mobile joints and this sometimes makes walking longer distances difficult”). You can declare in the ‘how was this information obtained’ part that the child or young person’s contribution was written fully or partially by you as the parent

These are examples of things you could include:

**Child/Young Person to complete.**

***Things that are important to me:***

* Dislikes – spiders, rides, jelly, noise, crowds,
certain textures
* Likes – Having my own space, my pet cat,
swimming, ice cream
* A family member – attachment or relationship
* A special interest – sports, activity, hobby
* Favourite animal or a relationship with a pet
* Something in school that they like – A certain seating plan, structure, routine, a TA at school
* Food likes and dislikes
* Any triggers that could/ does cause distress
* Any behaviours
* Any sensory related behaviours

***Things that are working well at home and school:***

* Having routine and structure
* Having support in place
* Having 1:1
* Having set interventions
* Having a toilet pass
* Having a time out pass
* Having my own space
* Having prompts and visual time lines
* Having my school things ready for me at home and my uniform set out the night before



***Other information I think is important to know about me:***

* Favourite colour
* Favourite animal
* ***Important things to know about my past:***
* If there is an event or occasion that the YP can remember quite well which has affected them – Parents separating, a bereavement of a friend, family or pet, any experience that may have triggered certain behaviour/ emotions
* Anything that previously worked really well and created a positive outcome

***Things that I enjoy doing:***

* Hobbies – reading, dancing, singing, writing, gaming
* Sports such as: Netball, football, tennis, basketball,
* Activities: Arts and crafts, days out, walks
* Playing with friends/ socialising
* Spending time alone
* Watching TV
* Seeing animals / spending time with animals/ pets

***How to communicate with me:***

* Short sentences
* Don’t use sarcasm
* Calm tone
* Makaton
* Sign Language
* Pictures
* Prompts
* With respect
* Wait for me to process the information
* Don’t over load me with too much information at once
* Good at communicating but unaware of what is going on around them
* Unable to read others emotions, facial expressions and gestures
* Unable to express their own emotions

***My hopes, dreams and aspirations for the future:***

* What they want to achieve from school – to be able to attend school and complete each Year group, to pass exams, to succeed
* What they want to achieve moving forwards – sixth form college, apprenticeship, university
* What they want to achieve when growing up/ what they want to be – A hairdresser, builder, footballer, Teacher, a painter, a shop assistant, a waiter/waitress
* To be Healthy and happy
* To have a nice group of friends
* To have a family of my own
* To have my own house
* To have a pet
* To learn to drive and have my own car
* To be able to go on a day out
* To make friends
* Would like to be able to read
* Would like to be independent
* Would like to be able to swim
* Would like to be able to count
* To be able to tie my shoe lace

***Things I would like to change at home and school:***

* The Teachers / key worker
* The routine / structure
* The lessons / work
* The environment / setting – noise and crowds
* The people – friends and relationships

**Section A for family to complete.**

***Important things to know about our family history:***

* Who they live with – Parents/ siblings/ grandparents/ pets
* What relationships are like with family members/ pets
* Any past event that may trigger behaviours/ emotions
* Any information regarding birth / labour that may be useful, for example; premature or any complications
* Any health concerns or medical history – medication
* Small summary of the YP and their needs – For example; needs extra time and support in her daily life, relies on adult support

***Things that are working well at home and school:***

* Structure/ routine
* Consistent support
* It could be that you don’t think there is much working
well at this current time
* Communication
* SEN support that is in place (go into detail)
* Going for a walk of an evening
* Doing a sport/ hobby to release stress/ anger/ frustration
* Reading time at home
* Helping prepare the tea
* Having alone time / chill out time after school
* Being given a ‘job’ / ‘task’

***Things that are not working well and would like to change:***

* The support that is currently in place
* The lack of understanding
* The school day – too long
* The school setting – too busy/loud
* The curriculum – the work is too hard, the style of learning is not suitable
* Break / lunch times
* Transitioning between lessons
* Seating arrangements
* Assemblies
* Cloakroom/pegs/ drawers
* P.E – getting dressed/ changed

***Our hopes and aspirations for the future:***

* For them to be fully included in school life with the appropriate support in place
* For them to be healthy and happy
* To achieve her full potential
* To receive the support needed
* To be happy at school
* To make friends
* To get a job/have the opportunity to when they are older

***Other information we think is important:***

* Sleep pattern
* Food / eating habits
* Best ways to calm them down For example; quiet time to be left alone, don’t ask loads of questions, give them a comforter, use distraction

- How they are on public transport or in the car

**Useful links:**

* <https://www.guidedogs.org.uk/getting-support/information-and-advice/education-support/your-childs-education-health-and-care-plan/completing-section-a-of-your-childs-education-health-and-care-plan/>
* <https://www.youtube.com/watch?v=xfdMr_rbaco>