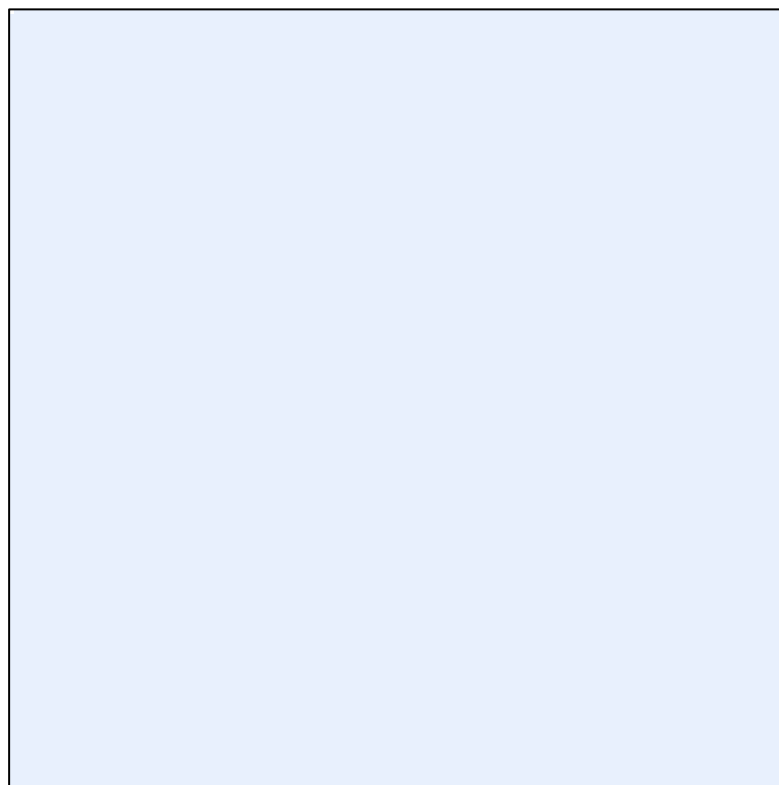


**Parents' & Carers' contribution to the
Education, Health and Care Needs
Assessment (EHCNA)**

for

Name of child/young person

(dob)



Can you please provide us with a photo of your child or a photo that you think represents them/shows what they are interested in. All photos you provide to us are kept on a secure network and only used with your consent. Alternatively, we would encourage you to attach a photo by clicking on the centre image of this document if returning the booklet electronically.

Completed by		Date	
--------------	--	------	--

Each section may include a few words, bullet points or short sentences. Extra pages can be added if needed. The completed booklet is included as an appendix to the Education Health and Care Plan (EHCP).

Family and Relationships

Who lives in your home?

Which people/relationships are important to your child/young person?

Mum, Dad, siblings, grandparents, aunts, uncles, cousins, godparents, pets.

Extended family important to them?

How does he/she get on with other children/young people? Does he/she prefer to spend time with others or on his/her own? Social skills – turn taking/sharing? What opportunities does he/she have to meet and socialise with others?

Sociable, shy, needs encouragement, no friends, perceived friends, prefers own company, loner, difficult relationships?

How it may look:

- Mum, Dad and younger brother Bob (aged 3) and our pet dog Mica live in our home.
- We see a lot of our cousins and grandparents are involved with daily child care.
- Emma is quite shy around people she doesn't know and it takes a long time for her to build up trust and feel at ease.

What we like and admire about our child:

<p>Personality</p>	<p>Character, sense of humour, kind, generous, happy, loving, friendly, outgoing...</p> <p><u>How it may look:</u></p> <ul style="list-style-type: none"> • Emma is a kind and caring child who loves being outdoors. When she is comfortable with people, her wonderful sense of humour really shows.
<p>Qualities, Strengths & Skills</p>	<p>Skills they have, determination, enjoys learning, helpful, tries hard, talented at... aspirations.</p> <p><u>How it may look:</u></p> <ul style="list-style-type: none"> • We are really proud of Emma. She is very determined and always tries her best with her learning. • She has achieved level 4 in gymnastics and is showing great promise for the future.

What is important to our child:

<p>Likes / Interest</p>	<p>Family, hobbies, TV programmes, being inside, being outside, specific games, toys, models, computers, gaming, pets, music, instruments, Lego, puzzles, You Tube, Minecraft, Fortnite, drama, reading, art and crafts.</p>
-------------------------	--

	<p><u>How it may look:</u></p> <ul style="list-style-type: none"> • Emma loves her gymnastics. She enjoys collecting Pokemon cards and loves watching her favourite bands on You Tube.
Important People	<p>Key friendships, people they look up to, professionals?</p> <p><u>How it may look:</u></p> <ul style="list-style-type: none"> • Emma is very close to her grandparents and relates well to her gym coach. Her best friend is our neighbour's daughter.
Other (For example routine)	<p>Rest/brain breaks, time to run around, foods, to feel safe/secure, structure and routine, firm boundaries, favourite topics, needing praise/not liking praise publicly, rewards, nurture, company, own space, noise, quiet, to feel a sense of achievement, encouragement, reassurance, to feel settled.</p> <p><u>How it may look:</u></p> <ul style="list-style-type: none"> • Emma likes to know her routine for the day as does not cope well with surprises or change.

Our child's needs:
See hints and tips at the end of this document.
<p>Consider strengths <u>and</u> weaknesses in all of these areas – explain what they <i>can</i> do, as well as what they <i>struggle</i> with. (This is how the 'needs' section of the EHCP is set out)</p> <p>TOP TIPS are listed at the end of this document.</p> <ul style="list-style-type: none"> • <u>Communication & Interaction</u> <p><u>How it may look:</u></p> <ul style="list-style-type: none"> • Emma was late to start talking and was under the SALT at a young age. • She finds it hard to follow verbal instructions and needs steps broken down to allow processing to take place. • Emma doesn't always understand what is being said to her, but in school tends to 'mask' this well. This manifests in regular 'meltdowns' at home. <ul style="list-style-type: none"> • <u>Learning & Development (Cognition & Learning)</u> <p><u>How it may look:</u></p> <ul style="list-style-type: none"> • Emma find it hard in school to follow what is said which then impacts on her academic progress as her speech issues means she does not like to draw attention to herself. • Emma is definitely a visual learner and responds far better to teaching which follows this approach.

- **Behaviour & Emotions (Social, Emotional, Mental Health)**

How it may look:

- Unless Emma knows people well, she is introverted and has low self-esteem.
- She can become withdrawn when feeling overwhelmed.
- When very anxious, Emma will suffer from sleep deprivation which impacts on her ability to function and she often refuses to eat.

- **Health & Wellbeing (Sensory & Physical)**

How it may look:

- Emma is physically healthy but can struggle with her sleep patterns. She is on Melatonin to counter this.
- Emma is very particular with her cleanliness and will often shower twice a day.
- She is a fussy eater who dislikes smooth textures such as yoghurt etc and is adverse to strong smells and flavours.

Our child's hopes and dreams for the future:

What do they want to do, who do they want to be?

To be included, accepted, to have friendships, job, home, car, partner, children, social life, travelling, career path, training, education, volunteering, specific career aim.

How it may look:

- Emma wants to build a wider circle of friends who understand and accept her. She would like some more support in school in order to do well in her exams but is worried about looking different to her peers. When she is old enough, Emma would like to volunteer at her local animal shelter.
- Emma would like to be a sports coach, ideally gymnastics. She would like a family and to live by the sea with lots of pets and a posh car!

Our aspirations for our child's future:

What support would help them to progress?

What do you hope to see for your child in the future?

Hopes and Dreams i.e. jobs, independence

Independence, life skills (money skills, self-care, keeping safe, road sense etc), self-worth, confidence, self-esteem, relationships, social life, work life, schooling, 6th Form, college, university, qualifications, apprenticeship, vocational training, travelling, goals, better diet, achieve full potential, appropriately supported, assisted living, independent living, happy, healthy, financial security.

How it may look:

We would love Emma to have more targeted support with her communication difficulties to build on her self-esteem.

We would hope that all support is in place so that Emma gains all her GCSE's and has options to attend college

Ideally, for Emma to live independently, is happy and healthy and working in a job that she loves.

People involved in supporting my child/young person

Who supports your child for example; health professionals, care professionals, support groups

Name	Role	Contact Details
Sarah Cole	Speech & Language Therapist	01273 s.cole@yahoo.net
Dr Chen	Consultant Paediatrician	01903 e-mail.....
Michael Jones	Physiotherapist	
Julie Singh	Occupational Therapist	
Jane Wallis	Play Therapist	
Michael Campbell	Dietician	

Emma Logan	Family Support Worker	

Anything else you would like to tell us?
<p>What is working well right now, in terms of support or routines?</p> <p>What is going to be important for your child/young person in terms of accessing support/being able to make progress?</p> <p>How is it best to involve your child/young person in seeking their views and decision-making?</p> <p>What are the current barriers to accessing support? What could be better?</p> <p><u>How it may look:</u></p> <ul style="list-style-type: none"> • Emma has a very good relationship with her TA and has a visual timetable in class which helps her cope with routine and change. • We are keen to build Emma’s confidence as she transitions into secondary school and we want to ensure she gets the same level of support as the workload will increase. • Emma’s speech and communication are hugely impacting on her education. She is too timid to ask for help, so secondary staff need to be aware that targeted support is required.

Hints and tips for 'Our Child's Needs' section:

You do not need to cover all these areas just those that are relevant to your child and you want to tell us about. Information you include might cover:

- **Communication & Interaction**

Use of non-verbal skills, gesture, sign, visual support? How does he/she indicate choices? How do you involve him/her in decision making? Ability to communicate using language? First language? Speech delays/disorders? Willingness to communicate? Articulation skills, fluency of Ability to understand non-verbal cues, signs, visual prompts, gesture? Ability to understand spoken language? Attention and listening skills? Any sensory issues? How does he/she communicate in social situations? How do you know when he/she understands? speech, vocabulary?

- **Learning and Development**

How does he/she spend his/her time – inside/outside the home/interests/hobbies/clubs? What have you noticed he/she can do, learn or achieve? Any learning delays? Milestones not reached as a toddler? Approach and attitude to learning? Independence/confidence? What are your views about his/her progress – literacy/maths? Attention and concentration? Does he/she enjoy attending the setting? What does he/she find easy/difficult? What support works best at school/college? What does he/she find difficult?

- **Behaviour and Emotions**

How does he/she express feelings and emotions inside and outside the home? What makes him/her happy, sad, angry, scared, anxious etc.? How does he/she feel about himself/herself? What behaviours you might see when scared, upset, angry, frustrated, overwhelmed? Self-harm? Attachment difficulties? Anxiety? Withdrawn? Confrontational? Fight/flight/freeze/submit behaviours?

- **Health and Wellbeing**

Physical development, vision, hearing, sleep patterns, mobility, medication, specialist appointments, weight, exercise? Healthy lifestyle? Self-help/independence, Eating & diet, drinking, toileting, dressing, support needs, money, travel, time, specialist equipment?