

GUIDELINES FOR PARENTS' CONTRIBUTION TO THEIR CHILD'S EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT

It is very important that the Local Authority has full information about your child's special educational needs and that we understand the views, wishes and feelings of you and your child.

These guidelines are to help you with your contribution to the assessment. You do not have to use these if you do not want to. You may change the order, leave bits out or add things you may feel to be important. We would find it helpful, however, if you used the headings we have suggested. Your written contribution may be as short or as long as you wish.

A. The Early Years

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?

B. What is your child like now

General Health – Eating and sleeping habits: general fitness, absences from school, minor ailments – coughs and colds. Serious illness/accidents – periods in hospital. Any medication or special diet? General alertness – tiredness, signs of use of drugs – smoking or other substance abuse eg glue sniffing.

Physical Skills – Walking, running, climbing – riding a bike, football or other games, drawing pictures, writing, doing jigsaws; using construction kits, household gadgets, tools, sewing.

Self-Help – Level of personal independence – dressing, etc making beds, washing clothes, keeping room tidy, coping with day-to-day routine, budgeting pocket money, general independence – getting out and about.

Communication – Level of speech, explains, describes events, people, conveys information (eg messages to and from school), joins

in conversations, use of telephones.

Playing and Learning at Home – How does he/she spend time, watching TV, reading for pleasure and information, hobbies, concentration, sharing.

Activities Outside – Belonging to clubs, sporting activities, happy to go alone.

Relationship – 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 – Co-operates, shares listens to and carries out requests, helps in the house, offers help, fits in with family routine and 'rule'. Moods good and bad, sulking – temper tantrums; demonstrative, affectionate.

At School – 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 results.

Does he/she enjoy school?

What does he/she find easy or difficult?

C. Your general views

What is important to your child?

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 do you think your child's special educational needs are?

How do you think these can be best provided for?

How do you compare your child with others of the same age?

D. Is there any other information you would like to give

- * about the family
- * major events that might have affected your child?
- * reports from other people?

With whom would you like more contact?

How do you think your child's needs affect the needs of the family as a whole?

E. Your hopes for the future

- What are your aspirations/hopes for your child as he/she grows up?
- What outcomes do you hope for?
- What support do you feel is needed to achieve these outcomes?

Please remember to sign and date your report and state clearly that this is your advice/report for the Statutory Assessment.

Remember to include:

- Your child's name, address and date of birth
- Your name and address

Your comments, along with all the other reports, will be attached to the EHC Plan (or Note in Lieu) with your permission and will be available to school staff and other people helping your child.