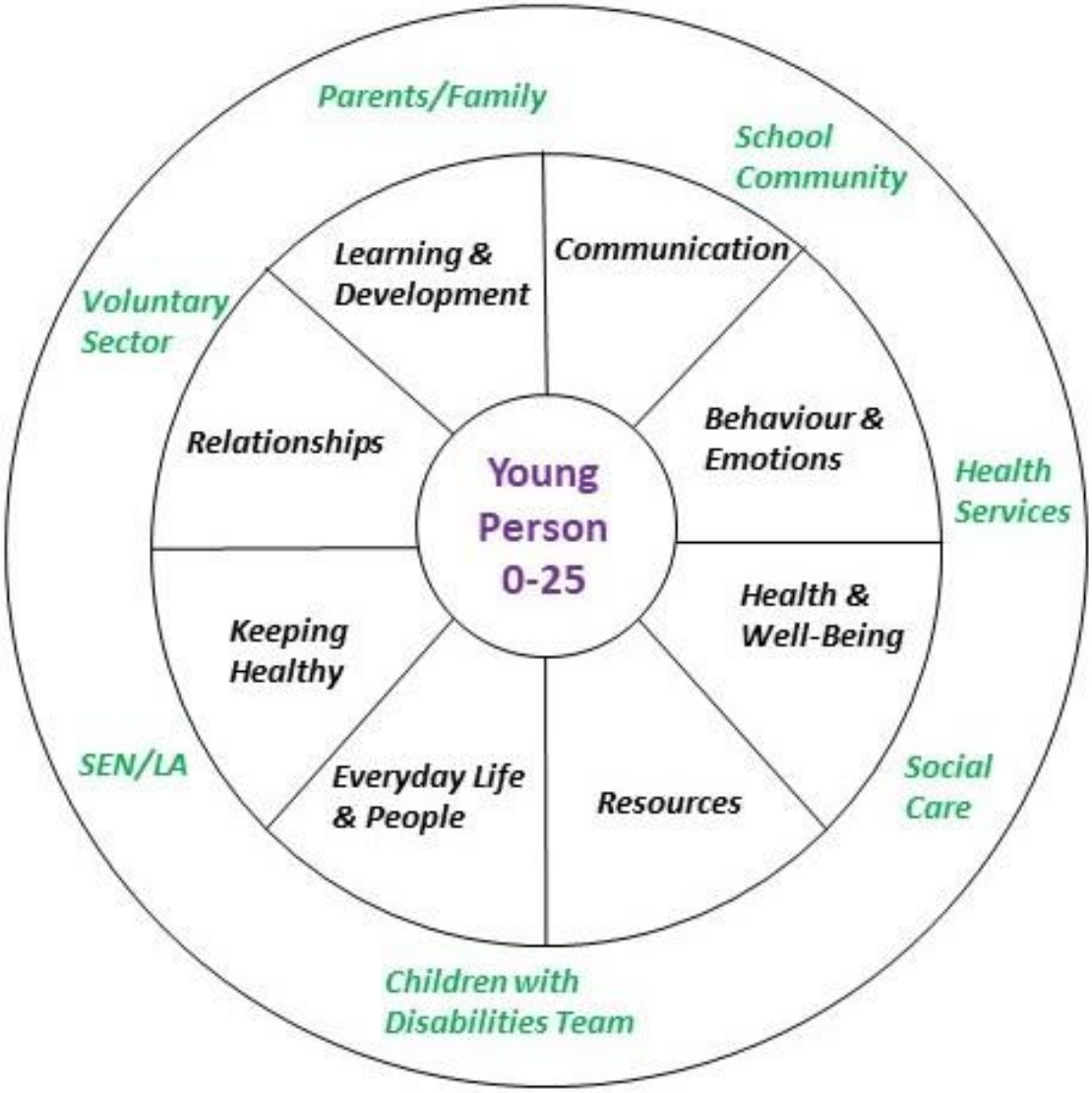
WOKINGHAM SENDIASS

A Guide to the Assessment Profile



This list of prompts is designed to be used by parents to complete the assessment profile as part of a request for and EHC Needs Assessment in order to get a clearer view of the child/young person's additional needs and how best to help the child/young person in the future.

Not all sections will apply, but it is hoped that by exploring all aspects of a child/young person's development the SEN assessment team will be able to gain a clear and holistic view of the child/young person and the issues they face. The prompts should be used to identify strengths as well as areas of need.

People involved in this Child/Young Person's Life

- Please list all professionals currently involved with your child/young person.
- You do not need to include every report ever received. Send the most recent report from each professional plus any that include a diagnosis.
- If you have recently had an assessment or appointment but have not yet received the report then please note this in the table.
- If you have had any private assessments please include their latest reports (or indicate if there is a report to follow).

Child/Young Person's Profile

This section includes the child / young person's and parents' views, the background history. Please indicate whose view is expressed and to whom it was expressed, especially if the view of the child/young person is described in the first person.

Child/young person's view:

This is an opportunity for your child/young person to express their opinion. Parents can give their own views in the next session. Please ask your children to answer these questions as much as they are able to. You can assist them to add those views to the form if necessary.

Some children/young people may be unable to give their opinion on their aspirations due to their age or ability. However their 'views' can still be included based on your observation. Think about what makes them happy, things they don't like etc.

If you would like somebody independent to help gather your young person's views, the SENDIASS Young Person's Coordinator would be happy to talk to them.

How best to support me

- What support does your child/young person find helpful.
- Is there anything that they don't like? e.g. they may not like to look different to classmates

Child or young person's aspirations and hopes for adult life

What does your child/young person want to do when they are older?

Please add their views, however child-like or unlikely they may seem. If they want to be an astronaut, please put that down. It gives people a true sense of what your child/young person is like and what interests them.

Families and young people are encouraged to reach high in their aspirations. An aspiration may be a wish that the young person has at the moment or it could be a development on what they are currently good at or like doing

Parents'/ carers' views

How best to support my child/young person

- What does a good day look like?
- What does a bad day look like?
- What is working well and why?
- What has/does not work well and why?

My Aspirations and hopes for my child/young person in adult life

As above, but this time from the parents' perspective

Background

This does not need to be a lengthy description of their life history. You don't need to include detailed information about their early childhood if they are a teenager/young adult. Using bullet points is fine. We would suggest you include the following information:

- Did they meet their early milestones and if not, which were delayed?
- Any diagnosis and the age received
- When were concerns first raised?
- A brief description of interventions that have been tried
- Any significant life events in your child/young person's life
- Any exclusions or part time timetables

Child or young person's Educational Needs

This section focuses on the child/young person's strengths and any needs that impact on their education. It is split into categories that correspond with Wokingham's Education Health and Care plan template.

Cognition and Learning

- Approach and attitude to learning (independence/confidence) and effective strategies
- Progress the child/young person is making. Add current attainment levels if known
- Cognitive Development – including reasoning, problem solving skills and memory
- Attention and concentration
- Homework – How do they respond to homework? How has the educational setting supported homework/learning at home?
- Organisational skills
- Any specific learning difficulties (e.g. dyslexia, dyspraxia, global developmental delay)
- Do they enjoy pre-school/school/college – what do they find easy/difficult? What are their favourite/most successful lessons
- Development of life-skills – money, travel, making snacks, drinks
- How does the child/young person spend their time – inside/outside the home/classroom – interests/hobbies/clubs?
- Learning at home/at play/leisure and in educational settings

- Everyday tasks e.g self-help, dressing, preparing drinks
- Ability to make choices
- Ability to follow daily routines
- Attendance and any part time timetable
- Exclusions

Communication and Social Interaction

- Ability to understand spoken word
- Ability to communicate using language – do they have any speech difficulties or delays? Is their speech clear?
- How do they communicate? Use of non-verbal skills – using gesture, sign, visual support
- Understanding and use of body language
- Understanding of implied/inferred language
- Do they take things literally?
- Are they able to understand jokes/sarcasm?
- Attention and listening skills
- First language
- If they are non-verbal, can they indicate choices?
- Willingness to communicate
- Do they make eye contact with people they are talking to?
- Participation with school life – sharing, listening to and carrying out requests, co-operation with daily routines and tasks
- How do they get on with other children/young people?
- Do they enjoy the company of others or prefer time spent on their own?
- Social skills – turn taking, sharing?
- Who supports the child/young person and how do they respond to this?
- What opportunities do they have to meet and socialise with others?

Emotional Wellbeing

- What are their emotions and moods like – happy, sad, anxious
- Confidence and self-esteem
- Self-awareness of own additional needs
- Dealing with change
- Do they put themselves at risk?
- Behaviours within the family – what strategies have you used? What works?
- Vulnerability to abuse from others including the child/young person's ability to communicate risk or harm
- Challenging behaviours
- Understanding emotions: their own and/or others
- Do they struggle to regulate themselves?
- Relationships with others, including friendships
- Attitude to school
- Have they accessed any alternative provision (e.g. JAC, Alt Prov etc)?
- Is there any history of self-harm?
- Have they accessed any counselling?
- Attachment or trauma history

Sensory and / or Physical

- Personal care needs including any specialist equipment or toileting needs
- Eating and drinking including support needed, special diets
- Physical health needs including equipment, medication, mobility, specialist appointments
- Any sensory difficulties – vision or hearing
- Physical development and skills
- Does the child/young person have any sensory integration issues? (e.g. does they have over-sensitivity to particular sounds, textures, smells, coping with busy environments etc)
- Coordination
- Handwriting

Child or young person's Health Needs

- Does the child/young person have any diagnosed health conditions relevant to their SEN and school life?
- Does the child/young person have a healthy lifestyle (e.g. diet/weight/substance misuse/exercise)?
- Sleep patterns
- Does they have any allergies?
- Does they have a dietary intolerance?

Child or young person's Family

This section concerns family life.

The Family Unit

- Close and extended family, single parent family/multiple family homes
- Any relevant family background, e.g. any other family members with disabilities

Home Life

- Participation with family life – sharing, listening to and carrying out requests, co-operation with daily routines and tasks, family days out
- Are there behaviours that are difficult to manage inside/outside the home?
- What impact does your child/young person's needs have on your relationship with them, your partner, other children, wider family?
- How do friends and family communicate with the child/young person?
- How they respond to other adults?
- Who is the child/young person close to?
- Who is important to the child/young person (family/friends/other adults)
- Do you understand about your child/young person's additional needs and how it affects them?

The family and support

- What's the effect of your child/young person's additional needs on family life?

- How supportive is your employer?
- What support do you get from others?
- Do you or your partner have any illness or disability?
- How often do you get stressed or anxious?
- Do you get enough sleep?
- Do you have time to socialise and meet up with friends?

Practicalities

- Do you find some tasks (things) difficult? e.g. money matters, form filling?
- Do you experience any language or cultural barriers?
- Your home – is it adequate for your family's needs and is your tenure secure?
- Your financial situation – the family's budget, benefits etc. Is your employment secure?
- Getting out and about in the community – transport, mobility needs, access to facilities
- Access to information – the internet, the library, information on various services etc
- Are there everyday tasks that are difficult e.g. shopping, household tasks?
- Do you get a break from caring?
- Do you have access to services and practical support?

Siblings

- Do they have any additional needs?
- How would you describe their physical and emotional health?
- Do they get stressed or anxious?
- Do they get enough sleep?
- How do they relax?
- Do they have opportunities to socialise and meet up with friends?

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