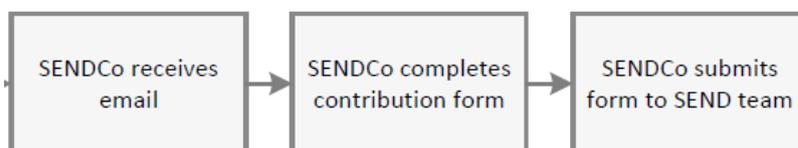


# Completing the EHC Needs Assessment Contributions Form – Guidance for Educational Settings

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## Introduction

The new EHC Needs Assessment Contributions form should be completed on Bristol City Council's Professional Portal. The purpose of this form is to capture contributions to a child/young person's statutory Education, Health and Care (EHC) Needs Assessment.

The Professional Portal is for 'external' professionals such as Educational settings, Health and other independent organisations/individuals.

It allows professionals to fill in 'forms' relating to children/young people they are working with and submit them securely to Bristol City Council's case management system, Liquidlogic. Submitted forms can then be viewed (as read only) by the relevant team/s, for example SEND.

This guidance is designed to support SENDCo's/other professionals in educational settings to pick up, fill in and submit the EHC Needs Assessment Contributions form on the portal.

For general guidance on using the Professional Portal (for example registering, logging in/out, how to get support), please follow the guidance called **Using the Professional Portal – Guidance for Professionals**.

**Important:** Anything you enter in the contribution form will be shared with the young person/parents/carers and other professionals involved with the young person. It will appear in the EHCP (if there is a decision to issue). Please consider this when writing your contribution.

## Receiving and filling in the EHC Needs Assessment Contributions form

When Bristol's SEND team are requesting an EHC Needs Assessment Contribution from the Educational Setting, they will send it directly to the named professional according to their records (often the SENDCo) on the portal.

This section explains how to access and fill in the form on the Professional Portal.

As you work through the form you can **Save** and **Close** at any time using the buttons at the bottom of the page. Once saved the form can be accessed again any time from your **Tasks to complete** page – you don't have to complete the form all in one go. It is good practice to save regularly.

**Note:** if you have reviewed the child/young person’s details and found that someone else within the setting should complete the contribution form, leave the form uncompleted in the portal and contact the Bristol SEND team. They will need to ‘retract’ the form from you so that it disappears from the portal and send it to the correct person for completion.

1. When a form is assigned to you for completion, an email will be sent to your work email address:

**New SEND form to complete**

A new form has been delegated to you on the Professional Portal.

Please complete and submit this form by 27-Oct-2021.

[Log in](#) to the portal to complete the form. If you have not already done so you will be required to [register](#) for access using this email address.

Many thanks,

Bristol SEND Team

The email will include the statutory due date for the contribution to be submitted by.

2. When you’re ready to view/complete the contribution, log into the Professional Portal (see **Using the Professional Portal – Guidance for Professionals** for guidance on how to do this).
3. Once logged into the portal, you will be taken straight to the **Tasks to complete** page where any forms assigned to you will be displayed.
4. Navigate to the relevant form and click on it:

### Professional Portal - tasks to complete

The following forms have been delegated to you to complete.

Currently Assigned Tasks
Recently Retracted Tasks
Recently Submitted Tasks

Task List			
Form Type	Name	Due Date	Comments
1	EHC Needs Assessment Contributions	Billie Example	27-Oct-2021

5. Review the details on the first tab:

## Professional Portal

<b>1 Educational Setting</b>	<b>Name:</b> Jimmy Example <b>DOB:</b> 06-Feb-2014 <b>Form Type:</b> EHC Needs Assessment Contributions	<b>Required By:</b> 15-Jun-2022 <b>Sent By:</b> <b>Department:</b> EHM <b>Telephone:</b> <b>Address:</b> EHM
<b>2 Professional Contribution to EHCNA</b>		
<b>3 Attach supporting documents</b>		

### Educational Setting

*School/Early Years Setting/College*

#### Child/Young Person Key Information

First name:

Last name:

Preferred name:

Preferred pronoun:

*e.g. They/She/He*

This page will display read only details held by Bristol City Council about the child/young person.

6. Click **Next** at the bottom of the form to get to the contribution section:

**Next** →

## Section A

1. The first part of **Section A** will display a read only copy of the Child/Young Person and Family Views. Review the information supplied:

All About Me - Child or Young Person's Views, Interests and Aspirations (Section A)

**Here and Now**

Hi I'm Billie and I communicate with others by speaking to them but I listen to people using my cochlear implants and lip reading.

I like school and my teacher Mrs Hanson really helps me. My favourite lessons are Maths, History and PE as I really like playing football. I don't like it when the classroom gets very noisy and I don't like it when changes happen that I'm not ready for -it makes me very anxious. I like my visual timetable, it really helps me and I am trying very hard to improve my handwriting.

**Hopes and Dreams**

I would like to be able to do more on my own like my friends, like going on the bus, riding a bike and using a computer. I would like to be able to ask for help when I need it without getting really anxious. I would like to be able to prepare my own food and possibly even try learning to swim.

## Family Views and Aspirations (Section A)

### Summary of key events in your child's history and how this impacts on them now:

Billie lost his hearing when he was 3 years of age after contracting meningitis. He had cochlear implants when he was 5 years old and although our family understand Billie, strangers sometimes find some of the things he says difficult to understand. Billie has settled well into school and has a small number of friends but he does become anxious quickly when out in the shops as people stare at him.

I do worry about Billie's health and also about his safety when we go out and about as he has no sense of danger. He does like going for family walks with his Mum and grandparents but has not been able to learn to ride a bike as yet.

### Are there any other views and aspirations you would like to add which are not in 'All About Me'?

I would like Billie to become more independent and learn to do more things for himself such as doing his shoe laces, catching the bus to school on his own (as I take him at the moment) and help more around the house.

### Are there family, friends or others who are important to your child?

Mum  
Grandma Barbara  
Grandad Paul  
Mrs Hanson (teacher)

### Strengths:

Billie is a happy and chatty boy who is always smiling and loves telling jokes. He tries so hard at school even when the subject is very hard for him and is determined to do well.

2. Next you will be asked to fill in the remainder of **Section A** as appropriate to your relationship with the young person. This section should be a celebration of their strengths and qualities:

## Educational Setting - Professional Contribution to Statutory EHC Needs Assessment (Section A):

### Areas of strength identified:

*Note: this question should only be answered if you have a relationship with the child/young person and/or you want to contribute in this way. It is not mandatory.*

Areas of strength identified by Educational setting...

From your relationship with the child/young person, what would you like to tell them about their qualities and strengths? What do you like and admire about them?

*Your answer should be addressed to the child/young person. E.g. 'When we last met I noticed how kind you were to your friends and teachers'...' 'I really enjoy working with you because you tell me lots of jokes, which makes me happy'...' 'When we spent time together I noticed how carefully you listened to instructions and that you asked questions if you weren't feeling sure about what to do next'...*

*Note: this question should only be answered if you have a relationship with the child/young person and/or you want to contribute in this way. It is not mandatory.*

X, you are a kind and caring person....

Sally SENDCo

**Note:** It is helpful if you 'sign off' your comments as in the example above so it is clear who has written it.

## Outcomes (Section E)

- Next, record any **Outcomes** you have identified (if applicable) which are in addition to those already identified by SEND. Outcomes already identified will be displayed in read only format as below.

### Outcomes (Section E)

Outcomes identified with the child/young person and parents/carers based upon 'All About Me' and 'Family Views and Aspirations':

Outcomes (E): <small>Long and medium term: for the next 2-3 years / key stage</small>	Which Child and Young People's Outcomes Framework theme is the outcome working towards?
Jimmy will be able to go places with no support such as on a bus or riding a bike by the time he is 14 years old.	Independent Lives
Jimmy will be able to go out with his friends independently by the time he is 16 years old.	Family, Friends & Community
Jimmy will be able to write or type two pages of literacy by the time he is 12 years old.	Learning Employment & Positive Contr...
Jimmy will be able to feel confident in his communication with others by the time he is 13 years old.	Good Health & Wellbeing

If you wish to add additional Outcomes, record the Outcome in the first column and in the next column you should select the **Children and Young People's Outcomes Framework Theme** the outcome best relates to:

Please record any **additional long and medium term outcomes** you have identified from your involvement with the child/young person (if applicable):

Outcomes (E):	Which Child and Young People's Outcomes Framework theme is the outcome working towards?
<i>Long and medium term: for the next 2-3 years / key stage. Outcomes should be SMART (Specific, Measurable, Achievable, Relevant, Time-bound)</i>	<a href="#">Children and Young People's Outcomes Framework</a>
<input type="text" value="Additional Outcome 1..."/>	<input type="text" value="Good Health &amp; Wellbeing"/>
<input type="text"/>	<input type="text"/>

Full screen + -

**Note:** you can click on the link provided for additional information on identifying outcomes and themes under the Children and Young People's Outcomes Framework:

Please record any **additional long and medium term outcomes** you have identified from your involvement with the child/young person (if applicable):

Outcomes (E):	Which Child and Young People's Outcomes Framework theme is the outcome working towards?
<i>Long and medium term: for the next 2-3 years / key stage. Outcomes should be SMART (Specific, Measurable, Achievable, Relevant, Time-bound)</i>	<a href="#">Children and Young People's Outcomes Framework</a>
<input type="text" value="Additional Outcome 1..."/>	<input type="text" value="Good Health &amp; Wellbeing"/>
<input type="text"/>	<input type="text"/>

## Special Educational Needs (Section B)

1. If you have identified any Special Educational Needs (B), record these in the table provided:

Special Educational Needs (Section B)

What Special Educational Needs have you identified?

Special Educational Needs category	Need (B)	Impact <i>and how does this affect the child/young person?</i>
<input type="text" value="Sensory &amp;/or Physical Needs"/>	<input type="text" value="Need 1...."/>	<input type="text" value="Impact...."/>
<input type="text" value="Communication &amp; Interaction"/>	<input type="text" value="Need 2...."/>	<input type="text" value="Impact...."/>

Full screen + -

## Specific Provision (Section F) and additional 'Specific Strategies'

- If you have identified any Specific Provision (F), fill out the details in the table provided recording one provision per row on the table:
  - Specific Provision:** in this column you should provide a concise description of the provision that will be put in place/is in place
  - How often:** in this column you should record the length, frequency and duration of the provision if possible e.g. *20 mins, weekly, for 6 weeks*. This is important because it makes it clear to families exactly what provision they will receive and ensures provision is specific and quantifiable. It also makes it much easier to deliver and review the EHCP if there is one issued.
  - Group size:** e.g. 1:1, group of up to 20 etc. if applicable
  - By whom:** the person or professional role who will deliver the provision
  - Which SEN Category will this provision meet?:** select the SEN categories identified which this provision will meet. It is essential that any need categories identified in Section B are being met by a Provision. The picklist allows you to select multiple categories, as one provision may meet multiple need categories.
  - Which Outcomes Framework theme is this provision working towards?:** from the identified outcomes, record which Outcomes Framework theme this provision is working towards. If it applies to several select the outcome theme the provision most relates to.

Specific Provision (Section F) and additional 'Specific Strategies'

The special education provision required by the child or young person. This provision would be funded by the local authority/education. E.g. speech and language therapy.

Specific Provision - (F) <i>Provision should be SMART (Specific, Measurable, Achievable, Relevant, Time-bound)</i>	How often <i>E.g. 20 mins, weekly, for 6 weeks</i>	Group size	By whom	Is provision at
Provision 1.....	1 hour, weekly...	1:1	x	No

**Note:** You can click **Full screen** to expand the table (this will display all columns without needing to scroll)

- Next, answer the questions relating to 'Specific Strategies'. If there are specific strategies, and these are not 'Ordinarily Available Provision', a table will open allowing you to record them:

Are any additional 'Specific Strategies' required?  Yes  No

Is this already available in the Ordinary Available Provision (OAP)?  Yes  No

[Ordinarily Available Provision](#)

Additional Specific Strategies	
<i>Over and above those which should be ordinarily available within educational settings</i>	By whom
Specific strategies.....	X
<a href="#">Full screen</a> + -	

**Note:** use the link provided to view additional information about what is counted as 'Ordinarily Available Provision'. **Note:** You can click **Full screen** to expand the table (this will display all columns without needing to scroll)

3. Finally, record your name and select the relevant option from the picklist under **Additional information:**

Additional Information

Name of professional who has contributed to this EHCNA:

Team/Service/Establishment:

4. Click **Next:**

[Next →](#)

[Print](#) [PDF](#) [Close](#) [Save](#) [Submit Contribution](#)

5. If you wish to attach additional documents (Appendices) to your contribution you can do so on the final page by clicking **Choose File:**

2 Professional Contribution to EHCNA

3 Attach supporting documents

Telephone:  
Address: EHM

#### Attach supporting documents

Upload Document: Choose File no file chosen

← Previous

Print

PDF

Close

Save

Submit Contribution

**Note:** You can attach multiple documents if required. The accepted file types are: Word (doc & docx), PDF, JPG, PNG. The maximum file size is 10MB.

6. Click **Save** and then **Close** if you need to come back to the form, or go straight to submitting the form (see section below):

Print

PDF

Close

Save

Submit Contribution

## Submitting the contribution to SEND and downloading a copy

The SENDCo/other Educational Setting professional should submit the form to SEND and download a copy of the contribution form if required (for internal records).

1. Open the contribution form and navigate to the second tab. Enter the date you are submitting it in the field provided:

Date contribution submitted to SEND:

09-11-2021



2. Once you are ready to send your form back to Bristol City Council, click **Submit Contribution**:



Close

Save

Submit Contribution

3. Click **Yes** on the pop-up (unless you do need to make further changes):

Submit Form x

Have you entered all the information you need to?  
You will not be able to make any further changes  
once you press the 'Submit' button.

Yes  No

**Note:** if you wish to PDF your form before submitting you can click the **PDF** button before submitting:

[Print](#) [PDF](#) [Close](#)

Alternatively, once you have submitted the form you will be able to access and download it for **30 days** after submission:

1. Navigate to the **Recently Submitted Tasks** tab:

[Currently Assigned Tasks](#) [Recently Retracted Tasks](#) [Recently Submitted Tasks](#)

2. Click on the form you wish to view and it will automatically download:

[Currently Assigned Tasks](#) [Recently Retracted Tasks](#) [Recently Submitted Tasks](#)

Recently Submitted Forms (Last 30 Days)

Form Type	Name	Date Submitted
<a href="#">EHC Needs Assessment Contributions</a>	Gabriel Example	03-Sep-2021 13:12