

Appendix A

EHC Assessment: Parent and Child's Views



Please ask if you need help to complete this form.

The Local Authority would like to know your views and concerns about your special educational needs. This will help us to make a decision about whether to proceed with a statutory Education, Health and Care (EHC) assessment. If an EHC assessment is agreed, you will have the opportunity to provide further comments if you wish.

Personal Details

First Name Gemma	Surname Saunders	Preferred Name
Home language/other languages spoken English	Gender Female	Date of Birth 01/01/2019
White British		
Home Address 123 Any Street, Anytown, ZA1 1AB		
Is this child in care to a Local Authority?		Yes / No

If Yes, please provide the following details:

Name of the Local Authority
Name of the Social Worker

Parent(s) or Carer(s)

Surname Saunders	Other Name Bernadette
Home Address (if different to child/young person)	
Relationship to child Mother	Parental Responsibility Yes

Tel No		Mobile	07123 456789
Email	BernadetteSaunders@hotmail.com		

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Do you have a disability that we may need to consider when communicating with you? If Yes, please specify below

Surname		Other Name	
Saunders		Hugo	
Home Address (if different to child/young person)			
Relationship to child Father		Parental Responsibility	Yes
Tel No		Mobile	07987 654321
Email	hugosaunders@outlook.com		
Do you have a disability that we may need to consider when communicating with you? If Yes, please specify below			

<p><u>Please submit a photograph of your child with this form if you wish. If an assessment results in the creation of an EHC plan, the photograph will be used on the front page.</u></p>

Mental Capacity

Young people over compulsory school age have the right to participate in decisions about the provision that is made for them and be consulted about provision in their areas, although there is nothing to stop them asking their parents, or others to help them make the decision. However, some young

people, and possibly some parents, will not have the mental capacity to make certain decisions.

The Mental Capacity Act (2005) and the Children and Families Act (2014) set out five key principles relating to those who may lack capacity:

- It should be assumed that everyone can make their own decisions unless it is proved otherwise
- A person should have all the help and support possible to make and communicate their own decision before anyone concludes that they lack capacity to make their own decision
- A person should not be treated as lacking capacity just because they make an unwise decision

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- Actions or decisions carried out on behalf of someone who lacks capacity **must** be in their best interests
- Actions or decisions carried out on behalf of someone who lacks capacity should limit their rights and freedom of action as little as possible

Please see Annex 1 of the SEN Code of Practice for more information.

What medical support is your child receiving?

Please tell us which health services are involved, or have been involved with your child/young person in the last 12 months, please tick and give names of professionals:

- Community Child

☒

Health/Paediatric Department •

Integrated Therapy Services:

☒

– Occupational Therapy Service

– Physiotherapy Service

☐

– Speech and Language

Therapy Service • Mental Health

☒

Service

- Any other health professionals

☐

(please list below) Names and

Contact Details

☒

OPTOMOTRIST – CODIE SMITH – Anytown Hospital
ORTHOPTIST – Anytown Hospital
HEALTH VISITOR – Anytown team

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Declaration of Consent

1. I agree to relevant reports being obtained for my child from any of the services named above and I realise this may involve examination by a school doctor and/or an interview by an educational psychologist.
2. I agree that, should it be necessary, these reports will be updated on an annual basis or if I, as the parent request.
3. I understand that my parental rights will be unaffected and that I will be able to see all reports obtained in respect of my child.

Signed: Bernadette Saunders Date: 29/01/24

Parent / Guardian – Mr / Mrs / Miss /
Ms

Please return this form completed, including signature, to:

Special Educational Needs
County Hall
TAUNTON
Somerset
TA1 4DY

Without this form we will be unable to obtain medical records.

i. Child/Young Person's Views

About You

The headings below are to help you with your contribution to your education, health and care assessment. You, your parents or your school/college may have requested this. We would love to have your views. It would be helpful if you use the headings we have suggested, as this will help us identify the things that are most important to you. You can write as much or as little as you like, and present the information in the way you feel is best.

My story so far...

Please give a bit of history about you, your needs and how they affect your life and your family.

Gemma is verbal but her understanding and communication is not at a level that would be able to answer these questions. So this section has been completed by mother.

I am almost 4 years old and I am the only child in my family. I am generally happy most of the time but things that are unexpected upset me, and I like doing things repetitively as that makes me feel secure. This isn't a problem so far in life because I am generally free to do things how I wish at home and at pre-school. My family have had to adapt to learn how I like to do things and they are constantly monitoring me to assess what I am wanting or needing, because I'm not always able to tell them.

People who play an important part in my life

This could be relatives, brothers, sisters, friends, people at school/college/work, people helping with care.

I spend the most amount of time with my Mummy, And I like her to be around. I also spend a lot of time with Daddy when he isn't working and he also plays an important role in my life. I have no siblings.

I see my Grandmother A and Grandfather A (grandparents) most weeks and enjoy playing with them at their house.

I also see Grandmother B and Grandfather B but they live further away. Usually they stay at our house and I enjoy it when they stay. I have aunties and uncles plus a few cousins who I see quite regularly and I am used to spending family time with them.

At pre-school my key worker is Mrs Woodhams.

My teacher at singalong is called Melissa and I love to watch her and learn the songs she is singing to us.

Things I like and admire about myself

I know what I want to do and I will do things on my terms. I am interested in listening to music and singing. I like that I feel free to run up and down and recite my books. I am not bothered about what people think about me.

Things others say they like and admire about me

(What do your friends and family like about you?)

That I seem happy most of the time and can entertain myself. That I like singing as they like to listen and join in with me. They like that I like books and show interest in lots of different stories. That I am not self-conscious.

Things I'm good at

Books - I love to be read to and can recite many books word-for-word. I'm also keen on numbers and can count to 110 and am starting to add up. I love letters, can do phonics and can read simple words. I practice writing. I'm good at learning songs and singing them. I'm good at walking/running.

What's working well

(This could be at home, school or college – anything you think is going well, such as a particular subject or job you do at home. Why do you think it is going so well?)

I like being at home or out and about with Mummy. I enter into pre-school quickly and without hesitation, and I appreciate the music or art based activities. I work well in a quieter space with no/fewer people around because I feel more calm and less distracted/affected by noise. I also work well when I have lots of space to run. I like the dark den at pre-school, my blanket and light Show. I feel regulated after lots of squeeze hugs at home, and having been outside and on my trampoline

What's not working so well

(Are there some things you feel you need more help with?)

I get overwhelmed by too much stuff going on around me, things, people and noise.

Then I usually shut down and don't take in what I am being told. I don't like it when I'm expecting something to happen and it goes differently to how I expect it. I need help with transitioning to a different activity or being taken to the toilet. I need help understanding what is happening around me and communicating what I need. Things can feel confusing, I can get distracted so I need help staying focused on an activity. someone asks me a question, I need time to process it, it doesn't help when they don't want wait for me to process things

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Things I'd like to change

(Are there some things that could be better for you?)

I wish people would understand what i am thinking. I want people to spend more time watching and understanding me and what makes me tick. I want people to join my world, I don't want to join their world.

Things I like or love to do

(Hobbies, interests, things you enjoy and make you happy)

Listening to books and music, Letters and numbers.

Drawing, painting and writing

Play doh

Board games -currently, Judo and rainbow unicorns.

Running up-and-down.

Going to the playground.

Things I don't like to do

(Things that might worry you or make you feel unhappy)

Interact with strangers or other children. Being made to do an activity that I don't feel like doing. I don't like to be asked too many questions. I don't like to sit still unless I'm really engaged in something

New things I'd like to try

(Anything you haven't done before, but think you would like to give it a go)
I'd love to learn a musical instrument. I resist practicing on my scooter/balance bike but once I learned to use them my mummy thinks I'll like the sensory feedback.

What I would like for the future

(This could be next year or in ten year's time – what would you like to be doing?)

To be able to read. To play music and sing. To be comfortable to be me and proud. To be active. To be doing something I enjoy.

Did anyone help you with these questions? If Yes, what is their name and relationship to you?

My mummy wrote the answers she thought I would write if I could and if I had understanding of them.

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ii. Parent/Carer Views

You know your child better than anyone else. You have valuable information that the Local Authority needs in order for us to make a good decision about your child's Education, Health and Care.

The headings below are to help you with your contribution to the assessment of your child/young person. It would be helpful if you use the headings we have suggested, as doing so will help us identify the things that most concern you. You can write as much or as little as you like.

Your names(s) and relationship to child/young person:

Mummy – Bernadette Saunders

Your child's early years

(Any issues during pregnancy; what s/he was like as a baby; what you thought of his/her progress at the time; what help you received; any significant events or changes that affected your child in these early years)

Pregnancy generally uneventful, measured small for dates, so had more frequent ultrasound scans for monitoring. But no intervention necessary. Born normal delivery. As a baby she was generally happy, she had silent reflux, which she took medication for and it settled after 3-4 months. She was interested in objects rather than people

e.g when meeting another baby, she showed no interest or eye contact. This has continued. She was always happy to play on her own but she did always seem interactive with us as parents. At the time I had a slight concern about lack of interest socially but I told myself not to compare to others. Also, her speech was quite late to develop

(first words just after second birthday) which was a concern but again I reassured myself about the fact that she would catch up and the vocabulary was quite quick to develop once she got started. Also, I noticed she didn't wave until at least 18 months, and even then did not regularly do so. In fact she still doesn't much. She also never pointed at things which I noticed other children doing.

What is your child like now?**General Health**

(Eating, sleeping habits; general fitness, absences from school, minor ailments – coughs and colds; serious illnesses/ accidents – periods in hospital; any medication or a special diet; general alertness, tiredness, signs of drug or alcohol use, smoking)

Generally eats a well-balanced diet. Can get very aggravated and upset if food gets stuck in her teeth and doesn't always communicate this as the reason. Can be picky or eat everything on the plate. This varies with each meal and is unpredictable. Can be restless when eating. Doesn't like to eat food that has touched another food and has crumbs or blemishes on it. Generally fit and well. Settling to sleep can take 10 to 60 minutes and may require our presence. Wakes every night at least once and will then co-sleep, otherwise she would wake again.

Physical Skills

(Walking, running, climbing, riding a bike, team games, drawing, writing, doing jigsaws, household gadgets, sewing)

Generally clumsy. Used to fall a lot when walking and still prone to trips and falls. Will walk for extended period of time if content. Likes to be active, Runs well leaning forward often on tiptoes. Hesitant to climb but enjoys it once well practiced, Late to learn to jump in (aged 3 1/2 years). Seems to struggle with motor coordination. Gets easily frustrated if finds something hard the first time and then stops trying. Reluctant and almost always refuses to go on a scooter or balance bike. Unable to use pedals Limited drawing. But attempts writing letters. Does jigsaws and can open lids. Doesn't comprehend team games. Could kick a ball but doesn't want to. On holiday she liked the velcro ball and catch ame.

Self Help

(Personal independence skills, personal hygiene, dressing, keeping room tidy, coping with daily routine, getting out and about, awareness of danger)

Toilet training since May 2022, doesn't wear nappies in the day, daily accidents with wee unless prompted. So she is taken to the toilet frequently throughout the day. However, aware of need to empty her bowels. Will wash hands with encouragement and supervision. Requires a lot of encouragement to practice dressing and undressing and requires help to do both. Difficult to get her to tidy/pack away. Likes routine and structure to a day. Responds well to 'now' and 'then' visual and text prompts, otherwise finds transitions difficult. Likes to be outside and be active. Generally occupied with her own thoughts/sensations, so this can prevent her being aware of danger eg fires/cars.

Communication

(Level of speech, understands and responds to others, explains and describes things, uses the telephone, uses email)

Generally quite quiet and does not speak a lot. Can speak in short sentences, which are usually echoes of sentences spoken by us parents. Usually uses speech to comment on what is happening, doesn't ask any questions. We think she understands more than she can speak. Often doesn't respond when spoken to. Difficult to have a conversation. Requires a lot of one way encouragement in order to respond. Doesn't explain things. Limited communication of needs e.g. doesn't say if hungry/cold/hot. She is starting to communicate what she wants more than she used to e.g. sometimes she will ask to play a game.

Playing and learning at home

(Watching television, concentrating, playing alone, favourite toys and activities, sharing, finding out about things)

She loves music and will stop everything to listen. She likes to watch television, it seems to regulate her and she pays attention. She often will self direct play and it is difficult to engage her attention on something else or an adult led game. She can concentrate on something for many minutes if she finds it interesting but more often, she loses interest/concentration or gets frustrated or distracted. So sometimes she'll play for a few seconds. Likes to play alone but increasingly getting frustrated so can engage in something for longer if adult present to support

e.g. jigsaw puzzle. She's always loved books and will recite her books word-for-word. She likes board games and will take turns. She has a toy kitchen, which she plays with in a repetitive way e.g always gets food and gives it to mum and dad. She has very limited imaginative play. She is very much on her own agenda when it comes to play and learning at home. She loves letters and numbers and is always attempting to write. She likes to run up-and-down whilst playing and learning

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Activities Outside

(Belonging to clubs, sporting activities, socialising with others, happy to be alone?)

Goes to a play group that she runs into happily and plays alone. She loves attending "singalong", a singing class led by a teacher. She loves music and singing, so tends to really engage but likes to be able to run up-and-down whilst attending (she will still be listening). Likes swimming and going to the playground (especially swings and spinning apparatus) but quite apprehensive doing practical things. Refuses the scooter and balance bike. Not interested in other children at all during classes or play dates. Often wants to have her own space. Happy to be alone and prefers it when quiet. Doesn't like it when another child is on the same quipment at the playground and will then refuse to go on it.

Relationships

(With brothers and sisters, friends, other adults, at home and outside)

No brothers,/sisters or friends. Spends time at grandparents house and is happy and comfortable with them. She also is comfortable with her other grandparents when they stay. Has lots of aunts, uncles and cousins who she tends to ignore but is more accepting of their presence than strangers. She doesn't seek out interaction and often doesn't respond to them

Behaviour at home

(Cooperates, shares, listens to and carries out requests, helps in the house, fits in with household rules and routines, moods – good and bad – shows affection, sulks, throws tantrums)

She is generally happy but can get very frustrated. The frustration seems to be short lived but she can lash out, throwing her toys, or hitting me. She often bites/nibbles my hand, and pinches my hands multiple times a day. She makes a high pitched repetitive squeaky noise when she does this (which I'm wondering is a stim). Often shuts down where she goes quiet and puts her fingers in her mouth for comfort when overwhelmed. She has her own agenda. Co-operation depends on her mood and whether she is in her own world or not (which she often is). Most often, she completely ignores requests or responds 'no' unless the activity is highly motivating (eg she will easily transition to brush her teeth because she likes watching the tooth brushing video, likes the taste of the toothpaste and chewing the brush). Mostly she finds transitions hard. I'm not sure if she fully understands sharing but we practice with food. She can carry out requests but again she is often distracted in her own thoughts so we can't get her attention. She sometimes helps with hanging washing and unloading the dishwasher supervised. She likes cuddles with her parents.

At Early Years Setting/School/College

(Relationships with others, progress with reading, writing, number skills, other subjects and activities. How the school/college has helped with your child. Have you been asked to help with schoolwork – hearing him/her read – with what result? Does s/he enjoy going to school/college? What does s/he find easy/difficult?)

She has taken a long time (almost a year) to become more comfortable with staff. She still mostly ignores them, but has responded a bit more to them (the odd spoken word, allowed cuddle). She generally doesn't join in with activities despite their interventions, but again has recently joined in occasionally for craft/painting. She has started to attempt to draw letters on paper (her own agenda not staff led). At home she knows all letter phonics, can read some words and knows numbers 1- 110 to count. She has started simple addition. At pre-school she ignores all children. She occasionally will sit down and play next to other children. But this is rare. Preschool have introduced a weighted blanket, light projector display, and dark quiet corner, which has helped her be more calm and regulated. She used to go in and run up and down and spend very little time playing with something. My impression is that she now spends more time paying attention than she used to but this is still infrequent. My impression is that she is usually completely on her own agenda at pre-school. She is usually happy to go in but seems relieved and sometimes upset at pick up.

Your general views

Think about:

1. What do you think your child's special educational needs are? 2. What support would be useful (who, where, when and how?) 3. Is your child aware of his/her difficulties? What does s/he worry about? 4. What is your child good at/what does s/he enjoy doing? 5. What are your aspirations for your child?
6. Is there anything else you would like to tell us?

1) I believe in the right environment. Gemma can learn things very quickly. The problem is that the way she functions can put up a barrier to learning in a conventional style. Her communication difficulties make it hard to know what she wants and hard to check understanding. I think her processing time is longer in terms of auditory processing. Her social and emotional differences means she is not interested in people or society's rules and set up. Doesn't have interest in the purpose of school or the need to learn what others think she should learn. Gets easily frustrated and will shut down or lash out so will not engage in the learning when like this. Doesn't like to be surrounded by lots of people, likes her own space. Overcrowding is distracting and overwhelming. Has sensory differences. - noise and vision inputs can be overwhelming. Sensory seeking for proprioception, vestibular and tactile. So she needs to be able to move frequently and have these sensory needs met to feel regulated

2) I think she needs 1 to 1 support from a dedicated member of staff who can get to know her well, understand her needs and help set up the right learning environment, advocate for her and help her to learn information given by the class teacher. Allow more time for processing. help communicate using props/now + next/images/writing out daily plan. Teaching using music can help

-Information in advance of lessons so parents can introduce concepts at home. This might help her engage at school as content will be familiar. social stories and lessons on social skills.

Regular movement breaks

Open access to quiet area and sensory aides -e.g: weighted blanket, light display relaxing music, books Regular prompting to empty bladder.

Help dressing eg coat.

1 to 1 time reading books keeps her regulated and she learns things this way, visually Special interest time to spend more time on numbers. Letters and music.

Regular input from OT and Speech and language at pre-school and home

3) i don't think Gemma is aware of her difficulties although she shows Frustration when she can do something/communicate

4) Gemma IS good at learning songs quickly and she loves music. She is good With numbers and games.

She enjoys running up-and-down. She also enjoys trying to write but can get frustrated as it is a tricky skill to learn.

5) We hope that she will continue to be confident and happy. We hope she grows up knowing that her differences are what makes her so special and

amazing. We hope she can make the most of the opportunity to learn in the educational and home settings

6) She has been referred to paediatrics who will be seeing her on 14th March 2023 and possibly assessing her for autism

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Why do you think an Education, Health and Care Plan will be helpful?

We think Gemma's needs are beyond the interventions which a school might be expected to employ without an EHCP. Her needs are complex and multi dimensional (ie difficulty responding/processing an instruction is made worse when in an environment with other children, and she is simultaneously having to contend with her sensory differences, and expressive communication difficulties). Her needs require proper documentation and recording, including interventions needed to help her engage with school and education. Furthermore, we don't yet know the extent of her needs.

We think the EHCP is the most appropriate way of recording and monitoring all of this information, to ensure Gemma has the best possible chance of thriving

Is there anyone else you think we should contact for more information?

Please include name(s), contact details and relationship to your child

A note has been written by the teacher who leads the musical class Gemma attends called 'Singalong' and we have attached this note. I asked her to write something because this is where I observe Gemma to be highly engaged in an adult-led activity in a semi-educational context.

Observations of Gemma during Singalong sessions - to support EHCP Application

Gemma first started attending Singalong in September 2020, when she was approximately twenty months. Singalong is a fun and interactive singing group for babies and children between the ages of 0 & 4 years old, using pictures, props and instruments to support understanding and learning. My background is teaching Early Years and KS1 children and primarily I worked as a specialist teacher supporting linguistic and auditory development.

During Gemma's first few weeks attending Singalong I observed that she seemed unable to use eye contact or engage in a way similar to other children around her age. Gemma was very quiet and did not respond to environmental sounds or her mum's voice in a natural or spontaneous way. Gemma was however, always contented. At no point did I ever think that Gemma had a hearing loss. When speaking around her mum, or in response to something I have asked regarding a familiar activity, Gemma's voice is clear and intelligible.

Through observations:

Gemma loves

- To be within the Singalong environment
- To be happy and is happy with her own company
- To mainly to be within her own world
- To intricately explore toys during the play session. She will closely inspect the toys, turning them upside down, possibly thinking about how each toy works and what it can do
- To scrutinise pictures and props. She will spend quite a while scanning pictures - up and down, left and right - to gain as much information as she can. This activity seems to help her engage with the activity or song.
- The routine of familiarity. She knows the 'hello song' is followed by the 'weather song', and then by the 'colour song', each having its own props/visual representation.
- To spend her time within the singing session, engaging with it, but mainly outside of the circle of parents and children.
- To be on the move all the time.
- To explore and engage with the musical instruments.
- To smile
- To be beside the bus, participating in sticking on the pictures and watching other children do so.
- To count 1 to 5 with understanding within counting songs. When singing Five Fat Sausages she calls out the number of sausages left in the pan, before seeing them, and before I had counted the remaining sausages with the other

children, eg, let's count the sausages left in the pan followed immediately by Gemma calling out the correct number remaining!

Gemma is beginning

' To come physically within the circle of parents and children more regularly

- To join in with actions to familiar songs more frequently ° To join in with the singing of familiar songs more frequently

- To follow simple instructions

- To respond to her name ° To visually follow children's movements/activities

- To position herself near to another child to play. Her play is however at 'isolated play' level.

' To speak more frequently now, but generally not on demand, and usually when her interest in something is raised

- To answer simple questions in response to familiar activities eg ' Is it raining Gemma?'

Gemma finds it difficult

- To play in a 'parallel' way with other children. While observing Gemma, another child playing alongside her invited Gemma to put her little toy on the train. Gemma did not respond despite the other child trying twice more to encourage Gemma to do so.

Gemma made no attempt to visually or verbally to interact with the other child. • To ask questions

- To maintain eye contact for even a short period of time. Eye contact can be fleeting

- To respond consistently to her name

- To sit/stay still for a sustained period of time

- To verbally interact with other children or adults within the group • To show social awareness

- To show interest on other children or indicate social awareness

Educational support for Gemma

Gemma will need support within her educational setting into order for her to further develop learning and social behaviour.

Gemma will need pictures and prompts to enable her to more easily access and understand class routines and structures.

Peer and social interactions will need to be modeled within situations alongside Gemma.

Learning will need to be differentiated.

Social behaviour will need to be modelled by an adult.

Adult support will be needed to raise Gemma's awareness of what other children are doing within certain learning and social situations.

Targeted and meaningful 1:1 listening activities would be of great benefit for Gemma. This would raise Gemma's awareness of environmental sounds, eg, the chatter of other children, her name being used to gain her attention etc. Activities in this area would help Gemma to engage in eye contact.

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Privacy Notice

This notice explains how the Council will use the personal data collected on this form:

Data Controller: Somerset Council

Data Protection Officer contact: InformationGovernance@somerset.gov.uk **Purpose for processing:** To facilitate the education, care and health assessment process and to ensure that any identified needs can be appropriately met.

Legal basis for processing: GDPR Article 6(1)(e) – processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller and for special category data, Article 9(2)(g) – processing is necessary for reasons of substantial public interest which shall be proportionate to the aim pursued.

Data Sharing: the data will be shared as necessary to establish how the child's identified needs may be met and to then to engage appropriate provision. Data will not be transferred abroad.

Data Retention: data will be retained in accordance with the Council's published retention schedule unless there are any other overriding legal requirements.

Your Rights: You have the right to ask Somerset Council for a copy of your information and a number of other rights relating to the processing of your personal data. Please see here for further details: www.somerset.gov.uk/privacy



SEND Citizen Portal Factsheet

The LA have agreed to assess your son/daughter for an EHC needs assessment and you are able to track the progress of the assessment via the Citizen Portal. The Citizen Portal is a secure website where sensitive data and information can be shared safely. The Portal is already used with a number of partner agencies as part of the EHC needs assessment process to share information, and the use of the Citizen Portal is being rolled out to parents/carers and young people over the age of 16.

I've used the Citizen Portal before, what do I need to do?





- You may already have an account for the Citizen Portal as this is also used by School Admissions for school places.
- If you do have an account you'll still need to contact us so that the SEND module can be activated,
- If you already have an account for the Citizen Portal, please go to the Two Step Verification section below.

The Citizen Portal is new to me, how do I register to use it?



- Go to the following website:
[https://emsonline.somerset.gov.uk/CitizenPortal LIVE/](https://emsonline.somerset.gov.uk/CitizenPortal_LIVE/) and follow the instructions to register
- You will need to add:
 - Your email address
 - A password
 - Must contain between 10 and 128 characters
 - Must contain one uppercase, one lowercase, one numeric and one special character (! £ \$, etc)
 - Must not be the same as the username
 - You will be prompted to change your password every 60 days
 - Your personal details, including contact details
- You will then receive an email from onlineadmissions@somerset.gov.uk with a link to activate the account and complete the registration process.

<p>Two Step Verification</p>  <p>This Photo by Unknown Author is licensed under CC BY-NC-ND</p>	<ul style="list-style-type: none"> ➤ When you log into the Citizen Portal you will see the SEND button ➤ To access this part of the Citizen Portal you need to enable 'Two Step Verification' This is a security feature, similar to other secure websites such as online banking ➤ The first time you use the SEND button, you will need to set up the Two Step Verification function by following the online prompts <ul style="list-style-type: none"> • You must change the preferred method to email and click on save ➤ You will now need to enter your login email address and password to log into the system and you will be emailed a verification code which you will need to enter ➤ The verification code is a six-digit number, which is valid for an hour ➤ Every time you log in to the Citizen Portal you will be sent a verification code
<p>Next Step...</p> 	<ul style="list-style-type: none"> ➤ Your portal account now needs to be linked to young person who is undertaking the EHC needs assessment. Please Email sendassessmenthub@somerset.gov.uk And include: <ul style="list-style-type: none"> • Your name • The e-mail address which you registered with the Citizen Portal • The name and date of birth of the student you wish to track the EHC Assessment request for • Your contact telephone number in case of any issues ➤ You will now be able to access the SEND section of the Citizen Portal and track the progress of the EHC needs assessment and submit your Appendix A online.

For more detailed Step-by-Step Guidance to using the SEND Citizen Portal, go to the following page on the Local Offer website:

<https://choices.somerset.gov.uk/025/ehc-assessment-progress>