**My Views - request for an EHC needs assessment**

**The purpose of ‘My Views’ forms**

In Newcastle we are passionate about making sure that our children and young people are at the heart of everything we do.

These forms are part of a tool kit for parent/carers and professionals supporting our families.

Using them will help us to understand how to support our children well.

We really hope that you use these forms and find them helpful.

We also want to try out some online alternatives such as **Rix Wikis** and **Mind of My Own App** with those children and young people and families who would find this helpful.

Have a look at the websites here and speak to any one in our SEND Assessment and Review (SAR) team if you would like to try them out. **SAR Team Tel:- 0191 277 4650**

[Rix Wiki Website](https://www.rixwiki.org/Default/home)

[Mind Of My Own | Making it easier for children and young people to communicate](https://mindofmyown.org.uk/?gclid=EAIaIQobChMIz8KBnLGw8QIVoejtCh1IqwFXEAAYASAAEgKRkPD_BwE)

**My Views**

These forms were originally designed by young people from West Sussex. Others involved included a young person’s supporter, educational psychology assistants, special needs officers, and post-16 senior planning co-ordinators. In Newcastle we have looked at them and our parent/ carers and young people have also worked on them to make them theirs.

**How to gather the child/young person’s views**

The forms are a way to record all the important information given to us by the **child/young person**.

The way in which you gather the information is very much up to you.

Use the form that you (or the child /young person) feels works well for them.

**Be creative;** for example, you could use a fun creative activity, collages, drawings etc. to engage the child/young person in telling us what they think.

You could then transfer key areas to the forms in bullet points.

**Be flexible;** think about what works for the child/ young person; it may be that they prefer to complete the form on their own on a computer, or as part of a group, or with a friend. If you are doing this in a school or other setting perhaps think about buddying up pupils to talk about the sections.

* Support the child/young person by using the prompts.
* Try to encourage the child/young person to give more than a one- word answer wherever possible.
* Try different ways of asking a question if they don’t quite understand what is being asked.
* We do appreciate that it may be difficult to expand on short answers where the child/young person uses PECS or Eye Gaze Technology (in these instances trying out a wiki would probably work really well).

**If you are using the symbols sheet, please provide us with a guide to your symbols.**

If you are working in the child or young person’s home or other setting the forms can be completed over a few weeks so they have time to process the information and be engaged at a pace that suits them.

If you are doing this in a setting other than at home make sure that parent/carers are involved and informed and can support the process.

**Putting our families at the heart of our systems and processes will mean better outcomes for everyone.**

Children and young people have told us they like a quiet environment with little or no distractions in which to work.

Please don’t use break times or to take the child/young person out of their favourite class!

**Who should support the child/young person to give their views?**

Wherever possible a trusted adult is best placed to support the child/young person give their views.

This could be a parent / carer or a member of staff who knows the child/young person well and may have already worked with them on a one- page profile or similar.

If you already have information this can be used to populate the sheet, but you should **always** meet with the child/young person to make sure the information is up to date and is what they think and want.

**Preparing for Adulthood**

Our children and young people have told us that getting ready for adulthood is important to them and that we should have those conversations at am much earlier age.

Suggested questions are given throughout the sections in Form ‘B’.

Children and young people in Newcastle have also told us that being able to **travel independently** is really important for them and learning this skill **early** would help them in many ways.

**Please bear this in mind as you work through the forms.**