





Keyworker request for review of provision by Team Around the Child (TAC) Panel

This form should be used by the TAC Panel keyworker where the Team Around the Child, following a review meeting, recommends additional support is required for a child or they need to access a new service – please note that these can only be requested for children currently known to TAC Panel

Name of Child:	DOB:	Synergy Number:
Name of keyworker:	Setting (if applicable):	

Support Requested:	Please tick	Documents required to complete request:
Early Years Inclusion Fund High Needs Funding		Completed application form from setting, including evidence of graduated approach and TAC recommendations from this funding
Specialist equipment		Completed application from setting / keyworker
Specialist provision including Early Years assessment places in specialist nurseries		Completed application form from keyworker with required evidence submitted to TAC for review. TAC will process applications for the Early Years Special School Panel.
Education and Health Care Plan assessment		Completed 'My Plan' and request form to be submitted to TAC for review.
Specialist Assessment Service –autism assessment		Completed application form, including evidence of graduated approach, submitted to TAC for review.
Specialist Inclusion Support Service (SISS) Autism Team: request to take key worker role following diagnosis		Evidence of diagnosis provided to TAC and details of the support required for setting/family

Specialist Inclusion Support Service (SISS) Speech, Language and Communication Disorders Team: request to take key worker role for children aged over 3 years	Evidence that a child has a speech, language and communication disorder and details of the support required for setting/family
Other e.g. Speech and Language Therapy, Occupational Therapy etc. support.	Evidence supporting the additional provision requested.

Additional Notes to support request:		

Please submit this form ahead of next TAC meeting to sissadminoffice@solihull.gov.uk