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|  **Guidance for schools, colleges and settings on writing**  **Educational Advice for statutory EHC assessments** **July 2016** |

When a statutory assessment has been initiated by the Local Authority, the school, college or setting will be required to provide the following educational advice (a proforma for completing this information is available on the SES webpages). This should build upon and update (where necessary) rather than repeat information already provided by the setting/school as part of the request for an EHC assessment:

**1. The child or young person and setting/school details**

**2. The views, interests and aspirations of the child and their parents or young person.**

The child or young person’s story

Briefly summarize relevant history and background details leading up to the statutory assessment. For example:

* For pre-school/early years child - medical diagnoses and interventions and/or early years assessments (include dates))
* Date started at school
* Concerns noted at school entry
* Interventions undertaken at school and outcomes from this
* For older child – date when concern first identified at school
* Interventions undertaken at school and outcomes from this
* Multi-agency and/or medical diagnoses and interventions (include dates where known)
* Changes of school including home education, permanent exclusion and/or any attendance difficulties
* Date of moving into the local authority and relevant information about previous school(s) and support
* Being taken into care and/or any other significant life events

Child or young person’s preferred communication style and how best to involve them in decision making.

Describe how the child or young person communicates and how best to support them to take part in meetings and decision making.

The child or young person’s view, interests and aspirations

This section should contain information about what is important to the child or young person including their interests, achievements and strengths; their short term goals and longer term aspirations; as well as their views about things that are relevant to a consideration of their needs. This could include relevant details about play, health, schooling, independence, friendships, further education and future plans including employment as well as the child or young person’s history.

This information should make it clear whether the child is being quoted directly or whether their views are being represented by someone else.

For a non-verbal child or a child with limited communication, report their views as inferred by others such as parents/carers, teachers and other professionals making it clear who is saying what about the child or young person’s views.

Parent/carers views

This section should also contain information about what the parents/carers see as important for their child or young person as well as their views about the child or young person’s needs and provision.

**3. The child or young person’s special educational needs.**

This section should update the previously submitted information about the child or young person’s learning difficulties and/or physical, emotional and social development and health needs and summarise this in relation to the four areas of special educational needs:

* Communication and interaction
* Cognition and learning
* Social, emotional and mental health
* Sensory and physical development

Please state what the child or young person can and can’t do within the area of identified SEN.

Where the child or young person has more than one area of SEN, please place the main or primary area of need as first in the order of areas of SEN identified.

**4. The outcomes for the child or young person**

Child or young person’s longer term outcomes

Please describe any longer term aspirational outcomes that have been identified by the child or young person. For example, working with animals/have a job working with cars and motorbikes/to have a good job and to be independent, etc. These outcomes do not have to be SMART.

Child or young person’s shorter term outcomes

This section should contain ideally 4 to 6 (but certainly no more than 9) key outcomes for the child or young person that will support them to make a successful transition to the next stage or phase of their education.

For young people in Year 9 and above, outcomes must include a focus on preparing for adulthood including:

* Education, learning and work (enabling the young person to realise their aspirations for future choices for work)
* Friends, relationships and community opportunities (enabling the young person to develop social skills, friendships and confidence for taking part in their local community)
* Independence and housing (appropriate independence skills and independent living for the young person)
* Planning for good health (enabling the young person to manage their own health needs)

For each area of need identified in the previous section, formulate what the child or young person needs to be able to do (ie, an observable behaviour) in order to progress to the next stage/phase. For example, ‘to read 10 social sight vocabulary words’. (Do your outcomes pass the ‘Hey Dad/Mum test’, come and watch me ………?)

Where appropriate, this could also reflect their views or interests. These shorter term outcomes should be seen as stepping stones that will enable the child or young person to achieve their longer term outcomes.

Ensure that outcomes are written in terms that are meaningful for the child or young person (ie, simple, concrete, person centred) and, while aspirational, that they are they are also realistic and achievable.

Please phrase outcomes using the following format:

*By the end of KEY STAGE/PHASE, NAME will be able to:*

*List of outcomes (ie, observable behaviours)*

Please place outcomes in order of the main or primary areas of need first.

**5. The special educational provision required by the child or young person**

This section should describe the special education provision (ie, the arrangements that are required to meet the identified special educational needs). There should be a special educational provision for each identified special educational need and its related outcome. It should also be clear how the provision will enable each outcome to be achieved. Recommendations for provision should include planning for transition.

Each provision should be described with sufficient specificity to enable this to be quantified (ie, what, for how long/often, individual or group, by whom, etc). Please also identify the level of staffing expertise that is required. For example:

‘John will require an individual meet and greet arrangement on a daily basis at the beginning of the school day to ensure that he is emotionally settled and ready for learning. This may take no more than 5 to 10 minutes. On other occasions, this may require up to 30 minutes. This should be undertaken by a Teaching Assistant who has been trained to work with children with social, emotional and mental health difficulties.’

It is inappropriate to recommend specific commercial programmes or interventions except where these are referred to as examples of the type of provision that is required (ie, ‘such as…’).

Please describe special educational provision under the following headings:

Curriculum arrangements

For example:

* Curriculum features including access arrangements/differentiation
* Any modifications or exclusions from the National Curriculum and/or exam access arrangements

Teaching approaches and strategies

For example:

* Cueing and reinforcing children’s listening/attention
* Breaking learning tasks down into small steps
* Visual cues to support understanding including the use of objects, pictures, signs, symbols, models and demonstrations, etc
* Checking understanding and reinforcing as required through repetition, rephrasing, explaining & demonstration
* Modelling, prompting and reinforcing children’s positive behaviour and interaction

Specific programmes and activities

For example:

* Literacy and/or numeracy programmes
* Speech and language/occupational therapy programmes
* Social and/or emotional skills programmes
* Meeting and greet arrangements
* Structured activities for break and lunch times
* Pastoral care and/or mentoring arrangements

Do not refer to specific commercial programmes or interventions except where these are referred to as examples of the type of provision that is required (ie, ‘such as…’).

Specialist facilities, materials and/or equipment

Facilities that can only be provided in a special school, for example:

* Small classes
* Special school teaching expertise
* Structured school day, etc

Facilities can be provided in an enhanced or resourced mainstream school, for example:

For example:

* Provision of accessible toilets, ramps, height adjustable furniture, grab bars, door handles, etc
* Sensory room
* Communication aid/specialist ICT
* Good room acoustics to reduce background noise
* Radio microphone
* Provision of accessible learning materials in terms of readability, density of text, size and choice of font, layout, overlays, coloured paper, enlarged illustrations, etc

Support from other agencies

For example:

* Advice/training/support from…….

Support from the family and/or community

For example:

* Home/school liaison
* Learning activities undertaken at home

Review and monitoring requirements

For example:

* Individual educational plan
* arrangements to monitor and review

SEND Transport

This section should include recommendations for SEND transport where this is required due to SEND needs (see below).

Children or young people with SEND will receive SEND transport where they live further than the statutory distance from their school (statutory distance is defined as 2 miles for a child under 8 years of age and 3 miles for a child aged 8 and older). Some children or young people with SEND who live within the statutory distance from their school will receive SEND transport based on SEND needs, ie:

* Long term severely restricted independent mobility due to physical disability or a medical condition resulting in severe persistent pain and/or extreme fatigue
* Long term restricted mobility due to a medical condition resulting in serious persistent health and safety risks
* Impairment resulting in severely restricted oral communication
* Severely restricted mobility due to a sensory impairment
* Cognitive abilities within the range associated with severe learning difficulties
* Severe behavioural emotional and/or social difficulties in comparison with other children of their age

(Please refer to Leicester City’s Home to School Transport Policy for children with SEN/Disability/Mobility Needs March 2010 for further information).