



**Guidance for completing Educational Professionals Advice:
Statutory Education Health and Care (EHC) Needs Assessments**

Before completing Educational Professionals Advice: Please ensure you have sought the views of the parents/carers, as well as the learner where appropriate.

Please ensure that Educational Professionals Advice is returned to the SEND Team **within 6 weeks** (Date given in letter) of the original request in order to meet statutory timescales.

SECTION B: IDENTIFIED SPECIAL EDUCATIONAL NEEDS

Strengths and Achievements

This should detail areas in which the learner excels, where their relevant strengths are and any recent achievements which should be recognised. It would also be helpful to include in here any particular interests or hobbies the young person has. This may be in or out of the setting. Consideration should be given to educational strengths. Consideration should also be given as to how the learner is developing independence. From secondary this will cover progression towards adulthood; however, areas of independence that are needed in life should be covered here from early ages.

Barriers to Learning

Communication and interaction

This area should detail how the learner communicates with others, including language and speech needs, as well as how they interact with peers and with adults. This section should include any difficulties which have been identified. For example, comprehension of spoken language, turn taking in a conversation, attracting attention of another person in an appropriate way. It may also be appropriate here to identify any difficulties making or maintaining friendships that a learner may have. This may detail speech or language delay, disorder or impairment, Autistic spectrum disorder (ASD) can also be detailed here – please indicate if the learner has a diagnosis of ASD and if so, who has provided it OR if the learner been referred through contact point for assessment. If the learner has a difficulty with their communication and interaction skills and English is not their first language, then it is important to identify this and clarify whether any difficulties are experienced in their first language also. The SEND Code of Practice States:
*“Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person’s performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. **Difficulties related solely to limitations in English as an additional language are not SEN.**”*
(Pg 96. S6.24)
If for this area of need there are no needs, please write ‘none’.

Cognition and learning

This area should detail how the child or young person learns, what they struggle with; and areas they have particular needs within regard to their learning. This section should include specific

information for the learner both in terms of education and in terms of self-help skills; attitudes to learning; ability to be independent and organised. It should also cover details of how and in what areas they are not making progress.

Cognition and learning needs may be categorised by professionals using descriptors such as specific learning difficulties, moderate learning difficulties, severe learning difficulties or profound and multiple learning difficulties. This section could also include any results from standardised assessments which have been completed to support the identification of specific learning difficulties. It may be appropriate to describe any classes in which the learner is “setted” based on ability as well as any curriculum adjustments which have been made in order to support the learner. Consideration should be given to the learner’s skills for learning such as memory, processing speeds and executive functioning skills such as flexibility of thought, Planning and prioritising, self-monitoring and organisation.

If for this area of need there are no needs, please write ‘none’.

Social emotional and mental health

The areas of need here should include how the learner presents in their general mood, their self-esteem and confidence levels. It may also be appropriate to comment on the learner’s ability to identify and control their own or others emotions, or their impulse control. Comments on their relationships with other learners and adults, both in and out of the classroom; approach and attitude to learning; and any circumstances in which the learner’s behaviour gives cause for concern.

It is important to remember that the SEND Code of Practice States:

“Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate” (Page 96. S6.21)

It will be helpful to include information on the reasonable adjustments which have been made to the settings behaviour policy in order to support a learners SEN (if required) as well as making reference to any documentation which has been completed to understand a learner’s needs. This could include: Individual Behaviour Plans, De-escalation Plans, 5-point Scales, Positive Handling Plans, Risk Assessments, Boxall profiles or THRIVE Approach Reports.

The Code of Practice also notes:

“Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.” (Pg 98. S6.32)

If for this area of need there are no needs, please write ‘none’.

Sensory and/or physical

This section is focused on hearing impairment; visual impairment; multi-sensory impairment and physical difficulties.

It is important here to include the type and extent of the learner's disability as well as how it affects their learning and development. The length of time the learner has had this impairment is also helpful.

In this section it is important to identify the extent of a learner's needs and also the adaptations which have been made as part of the settings reasonable adjustments to support the learner. Information should be included about what assistive technology is in place to support the learner and how this impacts on their ability to access education alongside their peers.

It may be appropriate to comment on how the learner navigates the setting site and how they are supported to access practical subjects such as PE and technology, or where their sensory skills may have a greater impact. E.g. In modern foreign languages or music.

It will also be useful to identify any support which is required to access curriculum visits away from the usual educational setting site.

If for this area of need there are no needs, please write 'none'.

Developing independence; preparing for adulthood

The SEND Code of Practice States:

"Being supported towards greater independence and employability can be life transforming for children and young people with SEN. This support needs to start early, and should centre around the child or young person's own aspirations, interests and needs." (Pg 122. S7.37)

It goes on to detail:

"Preparing for adulthood means preparing for:

- *higher education and/or employment – this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies*
- *independent living – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living*
- *participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community*
- *being as healthy as possible in adult life"* (Pg 122. S7.38)

It will be important to consider any difficulties learners have with self-care skills such as feeding, toileting, getting dressed/undressed and how these compare to age related expectations. It will also be appropriate to consider a learner's ability to share items, to understand how to keep themselves safe, as well as identify risks in the community and online. If the learner has been involved in criminal activity or there are concerns over their decision making, then this would be appropriate to include here also. Independence skills could include independent living skills such as cooking, cleaning, understanding of time and money recognition and management. You should consider whether they are able to travel to and from setting independently (if appropriate).

Summary of Involvement

Professionals should briefly outline their involvement with the learner to date.

This may include:

- Previous dates of discussions with the educational settings/parents/carers regarding the child
- Previous visits to observe or work with the learner directly
- Any reports or guidance written to support the learner
- Any resources or training provided specific to the learner

SECTION E: OUTCOMES SOUGHT FOR THE LEARNER

In considering what is important for the learner, please specify outcomes sought for the child/young person. An outcome is the goal of the intervention, it is not the intervention or provision in itself. Outcomes should make reference to the views and aspirations of the learner and should specify the difference an intervention or provision will make to them. Outcomes should be SMART (Specific, Measurable, Achievable, Realistic, Time bound).

Further information on writing SMART outcomes can be found here:

developingoutcomesgraphicposter.pdf (helensandersonassociates.co.uk)

[Microsoft Word - Developing outcomes for Young People - towards best practice v1.1 rsv AfC.docx](#) (rackcdn.com)

developing_outcomes_in_ehc_plans_issued.pdf (bathnes.gov.uk)

Examples:

- By the end of KS1, Ann will be able to express her preference when offered a choice between two activities*
- By the end of KS2, Bob will be able to read a story he has written to a friend or to the class fluently.
This story will include thirty 3-5 letter words with 2 and 3 consonant combinations.*
- By the end of year 9, Eric will be able to make his own way to school every day.*
- By the end of Daryl's college course, she will have learned how to successfully budget her allowance to last her the full month.*

From year 9 onwards, there must be a focus on preparing for adulthood. This focus should align with the learner's future aspirations. Support to prepare for adulthood should include four key themes:

- Further or Higher Education and/or Employment
- Decision making and Independent Living
- Maintaining Good Health

- Participation in Society and Friendships

Support for writing outcomes with a focus on Preparing for Adulthood can be found here:
[Updated 2017 PfA Outcomes Tool \(preparingforadulthood.org.uk\)](http://preparingforadulthood.org.uk)

SECTION F: EDUCATIONAL PROVISION

Quality First/Universal Support and Provision

This section should detail the quality first teaching ((QFT) strategies and universal provision which is recommended by the educational professionals in order to meet the learners identified needs.

Strategies and provision which may be deemed as QFT or universal provision should be detailed clearly, including any strategies previously recommended and currently in place to support the learner.

Details of strategies which can be considered QFT or universal provision can be found in the SEND Handbook here:

[SENCO Handbk Identifying need and appropriate prov \(mylocaloffer.org\)](http://mylocaloffer.org)

Additional and Different Educational Provision

This section should detail the provision which is recommended by the educational professionals in order to meet the learners identified needs.

This should not detail Quality First Teaching strategies, provision provided through Element 1 funding, universal provision or reasonable adjustments required under the equality act. Details of examples of provision can be found in the SEND Handbook and on the professionals' area of the Local Offer website which is currently under construction.

Provision: It should be clear what specific additional and different provision is to be provided such as interventions, programmes, facilities or resources.

Timescales and frequencies: It is important to detail how often this support should happen and for how long? For example, twice a week for 30 minutes. Where provision is determined by the individuals needs on an "as required" basis, estimates of the regularity and duration of support should be included.

Who will provide the support: This will be the educational setting but may be supported by outreach or commissioned services.