



Guidance for completing Educational Settings Advice:

Statutory Education Health and Care (EHC) Needs Assessments

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

Please ensure that Educational Settings 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

In this section please provide any relevant updates to the information included in the initial EHCNAR.

This may include:

Changes to contact details

Changes to educational setting information

- Has the learners attendance changed?
- Have there been any further exclusions (Either fixed term or permanent)?
- Has the educational offer changed? Has there been an increase/reduction in hours offered?

Changes to strengths

- Has progress been made?

Changes to special educational needs

- Have new assessments been completed?
- Have recent diagnoses been received/reported?
- Have the learners needs become more complex or severe?
- Have any additional needs been identified?

Changes to professionals involved

- Have additional visits been made by supporting professionals?
- Are there new professionals involved with the learner?

Updates to current levels of achievement or progress

- Is a more recent academic report been produced which contains more current data?

Updates to the graduated approach

- Has a recent review meeting been held which details changes to current provision?

Please list any additional documentation which is included to support this advice form so that the SEND team know what documentation to expect.

If there have not been any changes since the submission please state that all previously submitted information remains relevant and current.



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, Measureable, 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 rsvf AfC.docx](#) (rackcdn.com)

developing_outcomes_in_ehc_plans_issued.pdf (bathnes.gov.uk)

Examples:

- a) *By the end of KS1, Ann will be able to express her preference when offered a choice between two activities*
- b) 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.
- a) *By the end of year 9, Eric will be able to make his own way to school everyday.*
- b) *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 learners 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](http://Updated%202017%20PfA%20Outcomes%20Tool.pdf) (preparingforadulthood.org.uk)



SECTION F: EDUCATIONAL PROVISION

This section should detail the provision which is recommended by the educational setting 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