

## Guidance for completing Educational Advice for Statutory EHC Assessment

### 1. Background Information

*Any relevant background information about the child or young person that gives an overview and summarises their history, needs, when and why you became involved, the support you provided through assessment and/or intervention, and any progress they have made in relation to this.*

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

*This informs Section A of an EHC Plan*

- *The child or young person's interests, achievements and strengths.*
- *What is important to the child or young person now and in the future. Their short term and long term aspirations.*
- *How best to support and communicate with the child or young person.*
- *How best to ensure the child or young person participates in decision making.*

### 3. The child or young person's special educational needs

*This informs Section B of an EHC Plan*

- *This section should describe the child/young person's special educational needs and strengths with reference to the following four areas:*
  - *communication and interaction*
  - *cognition and learning*
  - *social emotional and mental health*
  - *Sensory and/or physical.*
- *Information should be written as narrative and any diagnoses should describe the impact it has on the child or young person's learning and development.*
- *Each area of need should begin with a summary statement about the child or young person's individual needs in that area followed by details and examples of their strengths and needs attainments or developmental milestones in younger children and their rate of progress taking into account the support already provided.*

### 4. The Outcomes for the child or young person

*This informs Section E of an EHC Plan*

*Please describe the long term outcomes you would like to see for this child or young person. For each outcome identified please also state the short term outcomes necessary to make progress towards this.*

*The long term outcome should aim towards what the child/young person will achieve by the end of their key stage, next 3 years or next transition point. Short term outcomes are those*

*that the child or young person could realistically be expected to achieve within 12 months as progress towards this.*

*Outcomes should capture the overall benefits or difference the provision will make for the child or the young person under the relevant areas of need. Outcomes should be forward looking, personalised and SMART.*

*The outcomes sought for the child or young person lead towards outcomes for adult life: towards education, learning and work; towards friends, relationships and community; towards being as healthy as possible and towards independent living.*

## **5. The Special Educational Provision required by the child or young person**

*This informs Section F of an EHC Plan*

*This section should describe the special education provision (i.e. the arrangements that are required to meet the identified special educational needs). Special educational provision is that which is additional to or different from that which is normally available. This should specify:*

- curriculum (including any appropriate modifications/exclusions to the National Curriculum, teaching strategies and approaches to deliver the curriculum, any focused interventions)*
- environment, facilities, equipment and resources i.e. physical environment, specialist materials or equipment*
- staffing arrangements (level of expertise, frequency and type of support, support across the school day, individual/ small groups/ within class support, home school liaison and pastoral care arrangements)*
- support from other agencies and or informal support (family and community support)*

*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.*

*Special educational provision should be described with sufficient specificity to enable this to be quantified (i.e., what, when, where, by whom, etc.). However, 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 (i.e., 'such as...').*