

Educational Advice Form Guidance

The aim of Educational Advice is to issue guidance and provide advice and information for Education Health Care Needs Assessments (EHCNA) and is intended to update information submitted within the Education Health Care Needs Assessment Request (EHCNAR) and add further information that is not collected in the request process.

The SEND Code of Practice 9.51 states: "The evidence and advice submitted by those providing it should be clear, accessible and specific. They should provide advice about outcomes relevant for the child or young person's age and phase of education and strategies for their achievement".

In addition, "Professionals should limit their advice to areas in which they have expertise". Education Settings and all other advice providers must make their own careful, professional, and measured judgements about what is within scope for them to comment on. Those judgements will consider the strengths and needs for each Child or Young Person (C/YP) and aim to provide advice which will help the C/YP to have improved outcomes and effective provision to meet the outcomes.

Section on the Advice Form	When Applicable	When not Applicable
Updating family views and circumstances	Add parent/carers updates or view changes between EHCNAR and now Add changes to family circumstances between EHCNAR and now Add update to pupil views between EHCNAR and now	'No update or new information'
Strengths:	List C/YP strengths for each of the areas of need/Preparation for Adulthood (PfA) headings. What the C/YP CAN do. Keep this as strengths and positives and not merge with need e.g. **** is able to read at single word level <i>but is not able to read short sentences</i> (the words in italics would be in need and not strengths) Be mindful not to contradict e.g. if identifying something as a strength, it should not be then identified in needs	Must be completed
Sources of Assessment	This would be anything used to identify need, outcomes or provision.	List assessments as detailed in EHCNAR
Needs/Aspirations: What are the difficulties? What has the C/YP expressed they would like to achieve?	List C/YP Aspirations and needs for each of the areas of need/PfA headings (as applicable). What the C/YP has difficulties/barriers in. Be mindful to keep this as specific needs and not a list of behaviours e.g. rather than listing **** hits, kicks, throws objects, rips up work, focus on what the need is that may be causing these behaviours e.g. **** has difficulties in expressing his emotions and can become overwhelmed where he may have physical and verbal outbursts. Ensure the impact of the need is included, e.g. **** is not able to focus for more than 2 minutes on the carpet, this means that **** has not accessed the whole class learning due to low engagement and at times misses out on talk partner opportunities.	Must be completed

Outcomes How can we improve those area of difficulties/support in achieving aspirations?	<p>Once a need has been identified, think about what outcome/target would then support the need in order for the C/YP to make progress.</p> <p>Focus on Outcomes being SMART (Specific, Measurable, Achievable, Realistic, Time bound)</p> <p>E.g. if the need is around identifying emotion, Long term outcome from Education setting may be: **** will be able to identify a range of 3-5 emotions independently by the end of Key Stage **.</p> <p>Short term outcomes for the above may be: **** will be able to independently identify if they are feeling happy or sad at least 3 times per day by the end of Year **.</p> <p>There may be occasions where needs have been identified but Education settings are unsure of the best outcome for this, in this case, please signpost to professionals who could support in identifying a potential outcome for the C/YP.</p>	Must be completed									
Provision How will we make this happen?	<p>Linking back to Need & Outcomes, identify what Provision, support, intervention, or package would be required to meet that outcome.</p> <p>Be very specific on exactly what is needed, who it will be delivered by and how often.</p> <p>E.g. with the above outcome provision may be:</p> <table border="1" data-bbox="454 1198 1260 1523"> <thead> <tr> <th>What</th><th>When</th><th>Who</th></tr> </thead> <tbody> <tr> <td>Direct daily check in first thing in the morning</td><td>Daily for 10 minutes</td><td>Pastoral support worker who has built a positive relationship with ****</td></tr> <tr> <td>Feelings intervention as part of a small group</td><td>2x weekly for 20 minutes</td><td>Learning Support Assistant</td></tr> </tbody> </table> <p>Similarly to outcomes, there may be occasions where needs or outcomes have been identified but Education settings are unsure of the best or most effective provision for this, in this case, please signpost to professionals who could support in identifying a potential outcome for the C/YP.</p>	What	When	Who	Direct daily check in first thing in the morning	Daily for 10 minutes	Pastoral support worker who has built a positive relationship with ****	Feelings intervention as part of a small group	2x weekly for 20 minutes	Learning Support Assistant	Must be completed
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Other Information	<p>This would be anything from the EHCNAR to now that has not been included in the above sections but would be beneficial to share.</p>	'No update or new information'									