

Ensuring High Quality Educational Advice

Why do we have it? – *Educational Advice is a requirement in the SEND Code of Practice (CoP) (9.49) 'the local authority must seek educational advice and information from a person responsible for educational provision for the child or young person' and The CoP 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".*

Why is it needed? - it is your opportunity as an Educational Setting to ensure that you have input into the Child or Young Person's (C/YP) Education Health Care Needs Assessment (EHCNA), particularly the information that is not ascertained as part of the Education Health Care Needs Assessment Request (EHCNAR) process. The Strengths, Needs, Outcomes and Provision contributions that are received from you, the setting, are crucial as you are with the child day to day and know the C/YP.

Why high quality? – A high quality Education Health Care Plan (EHCP) depends on high quality advice and so the quality of advice received from Education Settings has a direct impact, not only on the quality of the C/YP EHCP (if following the EHCNA the decision is made to issue an EHCP) but a direct positive impact for the C/YP as the advice is person centred and relevant. It would also positively impact directly on Educational Settings as then outcomes and provision are identified in the advice and can be implemented effectively.

Good Practice Checklist for Education Settings

- ☐ It is clear that the Education Setting has worked with the C/YP to identify any updates in views
- ☐ All sections are completed with 'No update or new information' in boxes to show N/A sections
- ☐ Comprehensive strengths are included for all 4 areas of need/Preparation for Adulthood (PfA) outcomes focused on what the child CAN do
- ☐ Needs identify specific areas of difficulty and describe the impact of the need on the C/YP in Education
- ☐ There is an outcome identified for each need, where an outcome is not identified it is clear from the Education Setting which professional they feel would be able to identify this
- ☐ There is a 'golden thread' linking C/YP views, needs, outcomes and provision
- ☐ Outcomes are Specific Measurable Achievable Realistic Time bound (SMART)
- ☐ Suggested provision is quantifiable in terms of when it should happen, who should deliver and frequency
- ☐ For the provision of programmes/intervention run within the setting, there is clarity around who is responsible for drafting the programme and who is responsible for its delivery.
- ☐ Sources of assessment are clearly identified and link to Strength, Needs, Outcome and Provision
- ☐ There are outcomes and provision focused on the C/YP goals/aspirations
- ☐ It is clear that the Education Setting has communicated with the parent/carer to identify any updates in family circumstances
- ☐ Where the child is Post Year 9 the correct PfA headings have been used ([PfA-Outcomes-Framework.pdf](https://www.ndti.org.uk/PfA-Outcomes-Framework.pdf) ([ndti.org.uk](https://www.ndti.org.uk)))