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| **Child / Young Person’s Details** | | | |
| Name |  | Date of Birth |  |
| Home Address |  | | |
| School / Setting Name and Address |  | | |

# **Educational Psychology Advice for Education, Health and Care Needs Assessment**

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| Purpose: This statutory advice is written as part of XXXX’s current Education, Health and Care (EHC) statutory assessment. The advice contributes to the multi-disciplinary assessment of XXXX’s special educational needs (SEN) and should be read and utilised as necessary in conjunction with other reports and information made available for this purpose. XXXX was known / not known to the Educational Psychology Service (EPS) prior to the request for this advice. Sources of information for this advice are detailed in the Appendix. The rationale for the planned assessment approach was to provide a profile to describe relevant strengths whilst outlining the special educational needs. The most recent direct contact with XXXX was on DD/MM/YYYY. The analysis of XXXX's needs and recommended provision made here will not remain valid indefinitely since children / young people and their situations can and do change. The advice will be sent to the SEND Assessment and Review Service (SENAR). The EPS will send a copy of this advice to the parent carers or young person. An electronic copy of this advice will be kept by the Birmingham Educational Psychology Service in compliance with BCC policies. |

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| **Relevant Background Information** |
| If this has already been included on the EHCNAR form, then this can be referred to rather than repeated.  Any additional information should focus on a brief overview of the child or young person’s circumstances from the provider’s point of view or area of specialism.  This section will often be a short list of bullet points and should be no longer than one page of A4 (a maximum of 500 words or 3000 characters). |

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| **Child / Young Person’s Hopes, Dreams and Wishes for the Future** |
| Please refer to the views in the EHCNAR and / the child or young person’s views provided with the Stage 2 Request for Assessment.  Please check they are still relevant and add any new additions if required / appropriate. |
| **Family’s Views and Aspirations** |
| Please refer to the views in the EHCNAR and / the parent carer’s views provided with the Stage 2 Request for Assessment.  Please check they are still relevant and add any new additions if required / appropriate. |

| **Psychological Formulation** |
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| **Strengths** |
| **Communication and Interaction:** |
| **Cognition and Learning:** |
| **Social, Emotional and / Mental Health:** |
| **Sensory and / Physical:** |

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| **Special Educational Needs, Provision and Outcomes**  **Communication and Interaction** Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. More information is provided at paragraphs 6.28-6.29 of the SEND Code of Practice. | |
| **Special Educational Needs**  **Delete guidance below**  Detail the child or young person’s special educational needs. Information in this section should describe the child or young person’s Communication and Interaction needs and their impact on the child or young person accessing their curriculum or learning environment.  It is a legal requirement to list **all** identified needs. It is best practice to describe briefly the impact the needs are having on a child or young person, to maintain the golden thread between need, provision and outcomes. The special educational provision required **must** directly link to the needs described in this section.  If there are no needs in this category, please enter ‘*Child/ Young person’s name* has no identified special educational needs in this area’.  If this is not your field of expertise, please state: This area is not a relevant field of expertise for this service. | |
| **Outcomes**  **Delete guidance below**  **Long term outcomes only please.**  Paragraph 9.66 of the SEND Code of Practice describes an outcome as the benefit or difference made to an individual as a result of an intervention.  It is a clear goal which is stretching but achievable, which is underpinned by the provision linked to it. It should be personal and not expressed from a service perspective; and it should be specific, measurable, achievable, realistic and time bound (SMART).  It is important that outcomes are written in ways that enable:   * + - progress to be monitored.     - outcomes to be evaluated.     - decisions about future needs and provision to be made.   Guidance: Outcomes should link to the needs, and the provision should be linked to addressing the needs to support the outcomes being achieved.    For young people aged 14+: Outcomes sought will be based on achievement (education, employment), independence, participating in society (e.g. friendships, hobbies), being as healthy as possible in adulthood.  Outcome example: By the end of Key Stage 2, X will be able to …, independently / with support / without prompt, in order to achieve the aspiration to….  C&I 1:  C&I 2:  C&I 3:  C&I 4: | |
| **Outcomes linked to provision** | **Special Educational Provision** |
| E.g.,  C&I 2  C&I 3 | **Delete guidance below**  Special Educational Provision must be specified for each, and every need specified. It should be clear how the provision will support achievement of the outcomes.  Five prompts for those completing this advice:   * What is the support required? * If provision required is based on how the child or young person responds, please make this clear. * Who will provide it (required level of expertise /qualification) * How often: daily, weekly, termly * How long for each time: hours should usually be specified.   Therapy provision that educates or trains is placed in Special Educational Provision. |
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| **Special Educational Needs, Provision and Outcomes** **Cognition and Learning** Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. More information is provided at paragraphs 6.30-6.31 of the SEND Code of Practice. | |
| **Special Educational Needs**  **Delete guidance below**  Detail the child or young person’s special educational needs. Information in this section should describe the child or young person’s Cognition and Learning needs and their impact on the child or young person accessing their curriculum or learning environment.  It is a legal requirement to list **all** identified needs. It is best practice to describe briefly the impact the needs are having on a child or young person, to maintain the golden thread between need, provision and outcomes. The special educational provision required **must** directly link to the needs described in this section.  If there are no needs in this category, please enter ‘*Child/ Young person’s name* has no identified special educational needs in this area’.  If this is not your field of expertise, please state: This area is not a relevant field of expertise for this service. | |
| **Outcomes**  **Delete guidance below**  **Long term outcomes only please.**  Paragraph 9.66 of the SEND Code of Practice describes an outcome as the benefit or difference made to an individual as a result of an intervention.  It is a clear goal which is stretching but achievable, which is underpinned by the provision linked to it. It should be personal and not expressed from a service perspective; and it should be specific, measurable, achievable, realistic and time bound (SMART).  It is important that outcomes are written in ways that enable:   * + - progress to be monitored.     - outcomes to be evaluated.     - decisions about future needs and provision to be made.   Guidance: Outcomes should link to the needs, and the provision should be linked to addressing the needs to support the outcomes being achieved.    For young people aged 14+: Outcomes sought will be based on achievement (education, employment), independence, participating in society (e.g. friendships, hobbies), being as healthy as possible in adulthood.  Outcome example: By the end of Key Stage 2, X will be able to …, independently / with support / without prompt, in order to achieve the aspiration to….  C&L 1:  C&L 2:  C&L 3:  C&L 4: | |
| **Outcomes linked to provision** | **Special Educational Provision** |
| E.g.,  C&L 2  C&L 3 | Special Educational Provision must be specified for each, and every need specified. It should be clear how the provision will support achievement of the outcomes.  Prompts for those completing this advice:   * What is the support required? * If provision required is based on how the child or young person responds, please make this clear. * Who will provide it (required level of expertise /qualification) * How often: daily, weekly, termly * How long for each time: hours should usually be specified.   Therapy provision that educates or trains is placed in Special Educational Provision. |
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| **Special Educational Needs, Provision and Outcomes** **Social, Emotional and Mental Health Difficulties** Children and young people may experience a wide range of social, emotional and mental health difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, or finding it hard to manage emotions. More information is provided at paragraphs 6.32-6.33 of the SEND Code of Practice. | |
| **Special Educational Needs**  **Delete guidance below**  Detail the child or young person’s special educational needs. Information in this section should describe the child or young person’s social, emotional and / mental health needs and their impact on the child or young person accessing their curriculum or learning environment.  It is a legal requirement to list **all** identified needs. It is best practice to describe briefly the impact the needs are having on a child or young person, to maintain the golden thread between need, provision and outcomes. The special educational provision required **must** directly link to the needs described in this section.  If there are no needs in this category, please enter ‘*Child/ Young person’s name* has no identified special educational needs in this area’.  If this is not your field of expertise, please state: This area is not a relevant field of expertise for this service. | |
| **Outcomes**  **Delete guidance below**  **Long term outcomes only please.**  Paragraph 9.66 of the SEND Code of Practice describes an outcome as the benefit or difference made to an individual as a result of an intervention.  It is a clear goal which is stretching but achievable, which is underpinned by the provision linked to it. It should be personal and not expressed from a service perspective; and it should be specific, measurable, achievable, realistic and time bound (SMART).  It is important that outcomes are written in ways that enable:   * + - progress to be monitored.     - outcomes to be evaluated.     - decisions about future needs and provision to be made.   Guidance: Outcomes should link to the needs, and the provision should be linked to addressing the needs to support the outcomes being achieved.    For young people aged 14+: Outcomes sought will be based on achievement (education, employment), independence, participating in society (e.g. friendships, hobbies), being as healthy as possible in adulthood.  Outcome example: By the end of Key Stage 2, X will be able to …, independently / with support / without prompt, in order to achieve the aspiration to….  SEMH 1:  SEMH 2:  SEMH 3:  SEMH 4: | |
| **Outcomes linked to provision** | **Special Educational Provision** |
| E.g.,  SEMH 2  SEMH 3 | Special Educational Provision must be specified for each, and every need specified. It should be clear how the provision will support achievement of the outcomes.  Prompts for those completing this advice:   * What is the support required? * If provision required is based on how the child or young person responds, please make this clear. * Who will provide it (required level of expertise /qualification) * How often: daily, weekly, termly * How long for each time: hours should usually be specified.   Therapy provision that educates or trains is placed in Special Educational Provision. |
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| **Special Educational Needs, Provision and Outcomes** **Sensory and / Physical Needs** Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. More information is provided at paragraphs 6.34-6.35 of the SEND Code of Practice. | |
| **Special Educational Needs**  **Delete guidance below**  Detail the child or young person’s special educational needs. Information in this section should describe the child or young person’s sensory and / physical needs and their impact on the child or young person accessing their curriculum or learning environment.  It is a legal requirement to list **all** identified needs. It is best practice to describe briefly the impact the needs are having on a child or young person, to maintain the golden thread between need, provision and outcomes. The special educational provision required **must** directly link to the needs described in this section.  If there are no needs in this category, please enter ‘*Child/ Young person’s name* has no identified special educational needs in this area’.  If this is not your field of expertise, please state: This area is not a relevant field of expertise for this service. | |
| **Outcomes**  **Delete guidance below**  **Long term outcomes only please.**  Paragraph 9.66 of the SEND Code of Practice describes an outcome as the benefit or difference made to an individual as a result of an intervention.  It is a clear goal which is stretching but achievable, which is underpinned by the provision linked to it. It should be personal and not expressed from a service perspective; and it should be specific, measurable, achievable, realistic and time bound (SMART).  It is important that outcomes are written in ways that enable:   * + - progress to be monitored.     - outcomes to be evaluated.     - decisions about future needs and provision to be made.   Guidance: Outcomes should link to the needs, and the provision should be linked to addressing the needs to support the outcomes being achieved.    For young people aged 14+: Outcomes sought will be based on achievement (education, employment), independence, participating in society (e.g. friendships, hobbies), being as healthy as possible in adulthood.  Outcome example: By the end of Key Stage 2, X will be able to …, independently / with support / without prompt, in order to achieve the aspiration to….  SP 1:  SP 2:  SP 3:  SP 4: | |
| **Outcomes linked to provision** | **Special Educational Provision** |
| E.g.,  SP 2  SP 3 | Special Educational Provision must be specified for each, and every need specified. It should be clear how the provision will support achievement of the outcomes.  Prompts for those completing this advice:   * What is the support required? * If provision required is based on how the child or young person responds, please make this clear. * Who will provide it (required level of expertise /qualification) * How often: daily, weekly, termly * How long for each time: hours should usually be specified.   Therapy provision that educates or trains is placed in Special Educational Provision. |
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| **DETAILS OF THE PROFESSIONAL COMPLETING THE ADVICE** | | | |
| Name |  | Role |  |
| Service / Agency |  | Address |  |
| Email Address |  | Telephone number |  |
| Signature |  | Date advice completed |  |

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| **Appendices** |
| **A1. List of sources of information used.**  **A2. Other relevant information** |