

**Guidance Notes**

**Other professional's advice form**

Prior to a request being made for an Education, Health and Care assessment,

professionals may receive a request for their advice

from an education setting, in order to

help gather information regarding the involvement of any professionals/services providing

support to a child or young person prior to submitting the request.

However, the Local Authority may also request advice following a decision being made to carry out an EHC needs assessment, this could be following a request made directly from the education setting, or following a parental/young persons or other professionals request for an EHC needs assessment

It is essential that the advice giver responds to the LA's request for advice within the timescales stated in the correspondence, which may be sent by post or via email. Separate forms are available for professionals specifically providing education, health or social care advice. This form has been devised for other professionals to provide advice as part of an EHC Needs assessment.

Please ensure the child/young person's and parents details section are completed in full. Background information can be summarised with key points and must only include information that is relevant to the child/young person.

# Section A

## Identified Strengths and Special Educational Needs

Identify and summarise all of the CYP's strengths and special educational needs following observations/assessments from your service.

## Strengths

Positively identify what a child/young person (CYP) is able to do which can be built upon. Provision should build on current strengths so it is important to include what the CYP can do well or is in the process of developing. This may include the CYP's gifts, skills and achievements.

## Special Educational Needs

* In this section all of the CYP's special educational needs must be specified and should set out needs that are easy to identify. Using the broad areas of need listed below for guidance, please summarise the CYP's special educational needs following observation/assessment from your service.
* Professionals should limit their advice to areas in which they have expertise.
* The needs identified should make clear what needs to be addressed for the CYP.
* Care should be taken not to confuse needs with provision.
* Bullet points should be used to help keep writing succinct and to support the links made to the recommended provision. Any technical language should be explained.

*Broad areas of need:*

* + Cognition and learning o Communication and interaction o Social, Emotional and Mental Health o Physical/sensory
  + Independence and self-help

# Section B

## Health needs and support

 Summarise whether there are any health needs and what support is known to be in place from health services.

# Section C

## Social Care needs and support

 Summarise whether there are any social care needs and what support is known to be in place from social care services.

# Section D

## Outcomes and Provision

An outcome is defined in the Special Educational Needs and Disability Code of Practice (COP: 2015) as "the benefit or difference made to an individual as a result of an intervention"

**Outcomes should:**

* Be SMART (Specific, Measurable, Achievable, Realistic and Time-Limited);
* Set out what the CYP will be able to do / or what the CYP will have achieved, by the end of a phase or stage of education (e.g. Key Stage\*);
* Be person-centred rather than service-led;
* Take into account what is important to the CYP intrinsically and/or to help them move towards their goals or aspirations;
* Take into account what is important for the CYP in terms of addressing needs / removing barriers to help them progress;
* Link clearly to the Needs identified in section A of the advice form.
* From Year 9 onwards, focus on preparing the CYP for adulthood
* Shorter term targets can be included under the section 'steps towards achieving outcome'. Professionals working with the CYP during the EHC needs assessment process may agree shorter term targets that can be regularly reviewed and, if necessary, amended regularly (e.g. as part of their IEP/TAF plan etc) to ensure that the individual remains on track to achieve their long term outcomes.
* An outcome is not a description of the service being provided or sought. Outcomes should not be confused with provision.

**Outcomes and Provision:**

* This section should set out the desired outcomes and provision that is delivered by your service alongside what additional support you feel is required over and above that already provided.
* Specify the provision which will help the CYP achieve each outcome;
* Provision should be clearly linked to the outcomes and the needs identified in section A of the advice form;
* Provision must be specific and quantified – say exactly what it is, how much of it / how often and who will deliver it.
* If applicable and appropriate to your service, include provision where Health or Social Care educates or trains the CYP.

When making the request, ensure that your details are included alongside the date of completion.

The SEND Team can be contacted using the details below, if you require any further advice or guidance.

|  |  |  |
| --- | --- | --- |
| Area | Email Address | Contact Number |
| Lancaster/Fylde/Wyre | inclusion.north@lancashire.gov.uk | 01524 581114 |
| Chorley, South Ribble, West Lancs, Preston | inclusion.south@lancashire.gov.uk | 01772 531597 |
| Burnley, Pendle, Hyndburn, Ribble Valley, Rossendale | inclusion.east@lancashire.gov.uk | 01254 220553 |