

London Borough of Hounslow

Statutory Advice Form

Child's Name

Date of birth: dd/mm/yyyy

Photograph, drawing or other contribution from the child

(chosen by them, not for them)

Provider Details	
School / College	
Name of worker from your service who knows the child or young person	
Date	

Reason for your involvement and brief history (education provider, therapist, social worker etc.)

Contact	
Date of latest contact with child / young person / parent/s:	
Access needs or special communication required by the child, young person and/or parents:	

Child or young person's aspirations, if known, and those of parents
•

Child or young person's own views or perspective, if known, and those of parents
•

Like and Admire including Strengths, Interests and Achievements
•

What is important to and for the child or young person
•

What is working well and what needs changing
•

Proposed outcomes and support required to achieve them				
Outcomes (generally 2 – 3 years ahead)	Provision needed to enable child or young person to achieve outcomes			
	Type of provision	Amount and frequency	Who would deliver this?	Notes
a)	<u>Reasonable Adjustments, SEN Support, Universal Service provision, Local Offer or targeted provision</u>			
	<u>High Needs Support via an EHCP</u>			
b)				
c)				

Section 5: Other notes	
Medical information: diagnoses, prescribed medication, conditions which may require a reasonable adjustment	
Family information such as parental responsibility, Looked After status, child or young person's family history, if relevant	
Recommendations regarding educational placement, if appropriate	
Other information which may impact decisions about the child or young person and that relate to their special educational needs or disability	

Name of person completing this form:

Role of person completing this form:

Date:

Please confirm that you have co-produced this advice or discussed it with the child's parents and/or young person

If you have been unable to discuss and agree this advice with them, please explain why this was not possible

Our privacy notice can be found on Hounslow Council's website at www.hounslow.gov.uk/privacy option 3.

Guidance notes

General

We accept advice from professionals who know the child or young person or indeed contributions from the parents or child / young person themselves in **any format or medium**. Forms are simply a helpful tool to use as a guide.

For statutory advice, the minimum requirements are as follows:

1. Professionals will have attempted to **co-produce** the advice or at least contacted the parents/child/young person to discuss it
2. The advice **must** contain a summary of **needs** that relate to (arise from/contribute to) the child or young person's special educational needs or a disability
3. The advice **must** contain **provision** suggested to meet those needs and this must be specific and quantified (who, what, how much, qualifications or experience of staff etc.)
4. The advice **must** contain **SMART outcomes** that will be delivered by this provision

SMART means specific, measurable, achievable, relevant and time-bound. Outcomes are generally set for the end of the next key stage of education, so this would mean 2 – 4 years ahead. However, some children/young people may need shorter term outcomes to be included.

Please ensure the timeframe you are using is clear. Outcomes describe a change or significant impact which improves the child or young person's life. It must not be provision and must not be vague so that it could apply over any period or apply to anyone.

If the advice is not personal to the child or young person or any of these 4 criteria are missing, we may return the advice to you and ask you to amend it.

Contribution from the child or young person can include

- **photograph** (can be used during the person-centred meeting)
- **drawing/picture** of something that is important to the child or young person or **work** that they are proud of
- photograph of a friend/object/pet that makes them **happy or calm**
- anything else e.g. Vimeo secure website address for a **video** they have made

Person-centred information

Aspirations:

- children and young people must not be required to provide aspirations if they are not able to do so or do not wish to. We are interested in their state of mind and whether they are able and willing to consider the future or not and what things are important to them to be available in the future

like and admire:

- include strengths, achievements, things the child is proud of and parents or staff are proud of, pleased with, surprised by

important to me and for me

- include aspirations, hobbies, special people, pets, special interests, and any state of mind or small goal or activity that tells us something about the child's priorities in life
- parent's aspirations and priorities and staff views on things that should be taken account of when planning for the child and things that motivate and engage the child

working / not working:

- what is helping the child to make progress, what has led to their achievements and will enable their strengths to be developed?
- what is a barrier to progress, what is the child still finding difficult or hard to overcome?

Other guidance:

- please consider longer term aspirations and preparation for adulthood at all ages, further details about Preparation for Adulthood can be found on the Hounslow Local Offer in the *Annual Review Meetings* section

Proposed Outcomes and Provision

- proposed outcomes are for the EHCP – they should be things that would make a real difference to the child or young person. It should be important to put efforts into attempting to achieve them even if not actually achieved fully
- proposed provision: it would be helpful to explain what is already available or part of SEN Support/Element 2 funding or reasonable adjustments, and what provision is additional and therefore would be funded via an EHCP

Year 9: Pathways to Adulthood

- please discuss the **4 Preparation for Adulthood** headings in the review meeting from year 9 onwards. Parents should be made aware of significant changes that occur at ages 16 and 18 such as transition to adult services, changes to welfare benefits, transport assistance, and matters such as deputyship and mental capacity, if appropriate

- all schools and colleges have an obligation to provide **personalised careers advice** and guidance to children and young people from year 9 including those with special educational needs

Year 10: Preparation for Adulthood headings **will** be used in the EHCP **instead** of the 4 broad areas of need (cognition, communication, SEMH and physical/sensory) although subheadings using these categories can be used, if appropriate. Outcomes for children or young people age 14 or above must refer to these pathways to adulthood. If we received advice which does not recognise and discuss the pathways to adulthood for someone age 16 or over, we may return the advice to you for correction.

Reasonable adjustments include any special consideration given that is different to other students, and any adaptation of school/class rules to take account of a disability (all school rules must be adaptable, if this is necessary for the child to access learning)

EHCPs may also reference universal services or Local Offer provision.

SEN Support / Element 2 provision may include interventions listed in the '*Hounslow SEN Support in Schools, Colleges and Early Years Settings*' document on the Hounslow Local Offer, interventions detailed in the school's SEN Information Report or Learning Support offer, and provision set out in a provision map.

High needs / EHCP provision is that which triggered the need for an EHCP e.g. additional TA hours, a speech and language therapy package, an occupational therapy package, CAMHS tier 3 or 4 provision, NHS funded interventions etc.

As above, outcomes must be SMART and aim for the end of the current key stage or end of next key stage if the child has less than 4 terms in the current stage

Examples:

- By the end of Year 6, Harry will be able to use his cochlear implants independently and will be able to access all classroom-based activities without adult supervision
- By the end of his college course, Harry will be able to travel independently to and from college using public transport
- By the end of primary school, Harry will be able to write a story with a beginning, middle and end
- Over the next 2 years, Harry will meet a friend outside school at least once per month and go to the cinema or to do a joint activity with them in the community

B: Preparation for Adulthood Guidance

Employment

Education, training, skills, steps needed to achieve employment, supported employment, or self-employment, volunteering, or positive daytime activities

- Life-long learning through adult education, short qualifications leading to employment (such as a CSCS, SIA, AAT, City and Guilds)
- Self-employment, for example, paid to walk neighbours' dogs with a PA funded initially by Access to Work, a business offering IT trouble-shooting for neighbours or charities
- An adult in a supported living setting may be paid to vacuum the home each day or support other residents with their washing
- Developing self-awareness, public safety and communication skills may enable someone to volunteer e.g. disability advisor to local police, handing out leaflets for a charity

Independent Living

Development of skills that give individuals the maximum control and choice over their everyday lives

- Road safety, travel, driving, communicating pain/needs/choices, recognising abuse
- Managing money, managing self-care, moving to supported or independent living

Participating in society / community engagement

Friendships, support networks, voting, attending public events, accessing leisure and recreation facilities, being an equal member of the community

- Using phones, tablets, online shopping and banking, social media/txt, joining a local gym, finding an art club
- Attending local events, finding friendship groups, keeping in touch, accessing a support network
- Access to religious worship, representation

Healthy living

Access to all levels of health care and maintaining a healthy lifestyle

- Screening, annual health checks, mental health assessments, emergency services, primary care, regular reviews of medication
- Supplementation, self-medication such as with pain relief, good eating choices, access to regular exercise