

**London Borough of Hounslow**  
**Statutory Advice for Education Health and Care Needs Assessment**  
**and review.**

Photograph, drawing or other contribution from the  
 child  
*(chosen by them, not for them)*

Personal and Family Profile					
<b>Child's name</b>		<b>Date of birth</b>		<b>Age</b>	
<b>Home languages</b>		<b>NHS number</b>			
<b>Address</b>					
<b>GP</b>		<b>Education setting</b>		<b>School year</b>	
<b>Diagnosis (if applicable)</b>					

Professional Information				
<b>Name and signature of advice giver</b>			<b>Date of advice</b>	
<b>Service</b>			<b>Contact details</b>	

Current Support in Place

### Background Information (Including Service Involvement)

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### Child or young person's views, interests, and aspirations

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### How they communicate and wish to be included in their decisions

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### Parent/Carers views and aspirations for their child

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### What is working well - Strengths

*Professionals are only required to identify needs in those areas directly assessed in professional capacity*

- **Communication & interaction** - *Strengths*
- **Cognition & learning** - *Strengths*
- **Social emotional and mental health** - *Strengths*
- **Sensory & physical** - *Strengths*

### What is working less well – Special Educational Needs

*Professionals are only required to identify needs in those areas directly assessed in professional capacity*

- **Communication & interaction** - *List the difficulties and the impact it has on their learning.*
- **Cognition & learning** - *List the difficulties and the impact it has on their learning.*
- **Social emotional and mental health** - *List the difficulties and the impact it has on their learning.*
- **Sensory & physical** - *List the difficulties and the impact it has on their learning.*

### Where the child or young person is in year 8 or above

Please provide information regarding preparation for adulthood

#### Employment & education

Strengths

Needs and the impact on their learning:

**Independent living**

Strengths

Needs and the impact on their learning:

**Relationships and community participation**

Strengths

Needs and the impact on their learning:

**Good health**

Strengths

Needs and the impact on their learning:

<b>EHCP Annual Review</b> <b>Progress towards outcomes (as stated in the EHCP)</b>	
<b>Outcomes set in MM/YYYY to be achieved by end of Key Stage X</b>	<b>Progress towards outcome</b> <i>Please provide detail based on observation/assessments</i>
By the end of KSX,	<b>Achieved/Partially/Not yet met</b>
By the end of KSX,	<b>Achieved/Partially/Not yet met</b>
By the end of KSX,	<b>Achieved/Partially/Not yet met</b>
By the end of KSX,	<b>Achieved/Partially/Not yet met</b>
By the end of KSX,	<b>Achieved/Partially/Not yet met</b>

Proposed Outcomes				
Section E: Outcomes (2 – 3 years ahead)	Section F: Provision			
	Type of provision	Amount and frequency	Who would deliver this?	• When and who will review
1.				
2.				
3.				
4.				

Add more as required.

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.

**Other information that is helpful and could not be captured in the sections above:**

Our privacy notice can be found on Hounslow Council's website at [www.hounslow.gov.uk/privacy\\_option\\_3](http://www.hounslow.gov.uk/privacy_option_3)

## Guidance notes

### General

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. Child young person's aspirations, views and wishes.
3. Parent Carers aspiration, their wishes and views for their child or young person.
4. The advice **must** contain a summary of **difficulties and challenges** that relate to (arise from/contribute to) the child or young person's special educational needs or a disability as well as the **strengths** that support.
5. The advice **must** contain **SMART** (specific, measurable, achievable, relevant and time-bound **outcomes** that support the aspirations and special educational needs.
6. The advice **must** contain **provision** recommended to meet those needs and this must be specific and quantified (who, what, how much, qualifications or experience of staff and who and when this will be reviewed.)

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. It is recommended that the Outcomes for young people post 16 are usually set maximum of two academic years.

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.

We ask that the following information must be included in the statutory advice:

### 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

Child or young person's views interests and aspirations: children and young people's views on what they want to achieve, what they are willing to consider for their future and what things are important to them to be available in the future.

- include achievements, things the child is proud of and parents or staff are proud of, pleased with, surprised by
- include 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 / needs improving: - strengths and special educational needs and its impact

- 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 young person 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 8: Pathways to Adulthood

- please discuss the **4 Preparation for Adulthood** headings in the review meeting from year 8 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.

**provision** is that which is above SEN Support 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 July XXXX , Harry will be able to travel independently to and from college using public transport
- By the end of Key stage 2, Harry will be able to write a story with a beginning, middle and end
- By the end of Key Stage 3, 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