

Education, Health and Care (EHC) Assessment

Education Advice

Guidance

1. Details of the professional writing the report

- Include your name, profession and who you are in the child/young person's life

2. Background

The following information should be included in this section:

- family details;
- environmental factors;

Please note that only those factors which relate to the Child/young person's educational needs require comment and only factual information should be provided about family background if it is considered to be relevant.

3. Description of the child's strengths and abilities (What's going well)

- Include what people like and admire about the child/young person
- What does the child/young person see as their strengths
- Use all or some of the areas of need listed below:
 - physical development – general health, fine and gross motor skills, vision and hearing
 - Approaches and attitudes to learning – self-image, confidence and independence, motivational factors, child/young person's own view on progress
 - Speech and communication skills – articulation skills, fluency of speech, willingness to communicate, vocabulary, comprehension, language structure
 - Educational levels – literacy and numeracy skills and other curriculum areas
 - Cognitive development including reasoning, organisational and problem solving skills
 - Social skills and interaction – school, home and elsewhere (state where observed or reported)
 - Behaviour – indicate positive aspects of behaviour
 - Self-help and independence skills

4. What are the child/young person's difficulties (what's not working?)

- What does the child/young person see as things that are not working for them
- Use all or some of the areas of need listed below:
 - physical development – general health, fine and gross motor skills, vision and hearing
 - Approaches and attitudes to learning – self-image, confidence and independence, motivational factors, child/young person's own view on progress
 - Speech and communication skills – articulation skills, fluency of speech, willingness to communicate, vocabulary, comprehension, language structure
 - Educational levels – literacy and numeracy skills and other curriculum areas
 - Cognitive development including reasoning, organisational and problem solving skills

- Social skills and interaction – school, home and elsewhere (state where observed or reported)
- Behaviour – indicate positive aspects of behaviour
- Self-help and independence skills

5. What people need to do to support me well

Please provide details of factors at home or school that are helping with the child/young person's progress or may be affecting progress. List them under school and home headings.

School – size/age range of class, description of school-based interventions, SEN arrangements from schools own resources (you must attach a costed provision map). Include the quality of the teaching, physical limitation of the building, if relevant.

Home and in the community – home language, parental views, care situation, home/school liaison arrangements, involvement in clubs, outside activities

6. Outcomes

Identify with the family what the language and communication outcomes will be for the child/young person. Think about aspirations for the future, building on their strengths, skills and abilities. Break down the outcome into a shorter term outcome for the key stage e.g. by the time I am 11 years old I will be able to read and write to be able to express my views

7. My Support

Identify and list all of the child's speech, language and communication needs and for each need describe the support they need over and above the provision available in the school to help them progress with their identified outcomes

8. Sign and Date

You will need to discuss your report with the family before you sign, date and return it to the SEN Team at the following address:

SEN Team
Wood Street Health Centre
6 Linford Road
Walthamstow
London
E17 3LA

Education, Health and Care (EHC) Assessment

Education Advice

1. Details of the professional writing the report

SETTING

2. Background

3. Description of the child's strengths and abilities (What's going well)

4 What are the child/young person's difficulties (what's not working)

5. What people need to do to support me well

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6. Outcomes**7. My Support to meet my learning outcomes**

6.	7.

Funding Information:
How many hours of FEEE is this child entitled to – please attach evidence.

Signed

Date

Return to:

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