

Writing 'good' reports and EHC Plans

New Way of Working for SEND

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'Good' outcomes

- An outcome is defined as the benefit or difference made to the child or young person as a result of an intervention.
- Are clearly linked to the aspirations of the C/YP and parent/carer.
- Detail what the C/YP will be able to do with clear detail
- Say by when this will be achieved.
- Give a sense of why the outcome is important to the C/YP and why it is important for them.
- Use 'By... will.. so that...' format

EXAMPLES

- By the end of the Reception year, Anna will be able to communicate her wishes, needs and choices vocally and clearly so that her family and teachers will be able to understand her, she will be able to develop friendships with her classmates and play with them regularly at break times.
- By July 2017 John will master functional numeracy skills that will help him to travel independently on the bus so he can go shopping by himself at the weekend and use his pocket money to buy new clothes.
- By July 2018 Alia will be able to explain to appropriate adults what epilepsy is, how it affects her and how she can manage this condition so that she can stay healthy and safe and be able to go to her friends' birthday parties.

Special Educational Needs

- Provide a list of what the C/YP needs to be able to do or what needs to change. Use the 'C/YP needs to...' sentence format.
 - If possible put the primary and main needs at the top of the list.
 - Give details about current attainment and rate of progress (give the date of the information).
 - Indicate if progress is below age expectations, at age expectations or above then.
- **EXAMPLES**
 - John needs to develop his vocabulary, learning to speak clearly and to be understood by others who do not know him well.
 - Anna needs to develop more effective and socially appropriate emotional coping skills so that she is not distressed as often and can talk about her feelings.
 - Safia needs to learn to use strategies for working things out rather than just making guesses with her learning.
 - Declan needs to learn to take care of his personal needs independently.

Be specific about provision

Who, What and How often

- Where possible say what needs to be provided as additional and different support. Say by who and for how long. This should be based on what is currently working or what research says is effective support for the area of need.
- Allow for choice about the specific intervention that is being recommended if there is scope for this. Providing an example of the type of intervention you are referring to is helpful.
- The provision you detail should be sufficient to help school/settings build a weekly timetable that a parent/carer can easily understand.
- The provision needs to add up to make a balanced weekly plan (consider how many interventions are deliverable and how independence will be developed).
- Write your provision description as an assertion; the C/YP 'will receive' / 'will have'.

Be specific about provision

Who, What and How often

EXAMPLES

- During learning activities there will be daily prompting to help John speak at the right pace and volume for people to understand.
- 1:1 support from an adult when using stairs (as John is unstable) and encouragement to use a lift when available.
- Within John's curriculum he will have weekly structured coaching delivered by a teacher to plan tasks, make a list and practice shopping, making simple snacks and meals.
- An Emotional Literacy Support Assistant/school counsellor/key adult mentor will talk to John at least weekly to maintain his good mental health.
- John will complete an intervention programme of at least 8 sessions that explicitly introduces, models, teaches and rehearses memory strategies, delivered by a trained teacher.

Feedback from QA monitoring of EHCPs

- Keep plans/reports brief and include summaries of key points.
- Stick to plain English and don't use acronyms or jargon.
- If there are no parent/carer or C/YP views say if they have been asked for them.
- Outcomes should reflect individual need and aspirations.
- All outcomes should have associated provision. There should be no provision which is not linked to an outcome.
- Only include Health or Social Care outcomes if provision is in place or recommended by a relevant professional.