

Education, Health and Care (EHC) Assessment

Speech and Language 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 Information

The following information should be included in this section:

Include your services involvement with the child/young person and how this relates to their special educational needs. Include any diagnosis/presentation/medical needs.

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

- Include what you 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:
 - Hearing, listening, attention
 - Language comprehension e.g. response to signing, visual support etc
 - Use of language (expressive)
 - Speech
 - Fluency
 - Communication intent including gesture and signing and alternative and augmentative communication
 - Social interaction
 - Eating and drinking 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
- From your professional perspective comment on the areas listed below:
 - Hearing, listening, attention
 - Language comprehension e.g. response to signing, visual support etc
 - Use of language (expressive)
 - Speech
 - Fluency
 - Communication intent including gesture and signing and alternative and augmentative communication
 - Social interaction
 - Eating and drinking skills

5. Outcomes

Identify with the family what the communication or feeding 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 longer term outcome and medium term outcome

- Longer term is by the end of a key stage e.g. by the time I am 11 years old I will be able to express my basic needs through use of short sentences supported by signing
- Medium term is by the end of a year e.g. by the end of the year I will be able to use a sign when requesting a drink at snack time or lunch time

6. What people need to do to support me well

- Describe changes needed to classroom environment e.g. language use, visual support (sign, symbol, visual timetables, pictures), class groupings
- Specify for the staff delivering the programme any individual support/training needed e.g. sign system, communication aids, ICT
- Specify recommended level of speech and language intervention
- amount and frequency e.g. delivered by school staff for 20 minutes per day
- individual, group, in class
- regularity and timing of review

7. Sign and Date

Please include confirmation that you have discussed the report with the family.

Date and sign

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

Name:

DoB:

Current Placement:

Education, Health and Care (EHC) Assessment

Speech and Language Advice

1. Details of the professional writing the report

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2. Background Information

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

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

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5. Outcomes 6. My Support to meet my SLT and communication outcomes

5.	6.
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This advice has been discussed with parent/carer Yes No

Date discussed.....

Professional(s) signature.....

Date.....

Return to:

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