

## Outcomes, Needs and Provision in an EHCP

It can be helpful when reading a professional report, to use highlighters to pick out the outcomes, needs and provisions that have been recommended for your child. This is the advice needed to inform an Education, Health and Care Plan (EHCP). The advice should be concise and specific. This report has been highlighted as an example.

**Outcome** – What do we want to achieve?

**Needs** – What are the child's needs?

**Provision** – What provision is required to meet the needs?

- If the advice in the report is not specific (e.g. provision should say how much, how often, by whom), the Local Authority must seek further advice from the report writer before finalising the plan.
- When the EHCP is written the outcomes should appear in Section E, needs should appear in Section B, provision should appear in Section F.

### Example Speech & Language Report

Name:	Jacob Smith	DOB	15/03/2013
NHS No:	672 298 5238		
Diagnosis:	Delayed speech and language skills Social communication difficulties ASC	Chronological Age:	7.03
Associated Difficulties:	Profound bi-lateral sensory neural hearing loss Learning disability	Date of Report:	23/06/2020

Report by: Edward Beach, **Speech and Language Therapist**

The long term aims of speech and language therapy input for Jacob are:

- For Jacob's speech and language skills to develop to a level that is considered in line with his learning / cognitive skills
- To promote the development of 'language level' social communication skills.

**Summary:** Jacob's progress was recently reviewed at school. This was via observation and discussion with teaching staff. Previously set targets for Jacob were:

- To increase his understanding of key words linked to his new school routine — with a focus on peer names.
- To develop his use of staff names when making requests / giving instructions during classroom activities.
- To accept an adult becoming involved in his play choices.

#### Attention:

Jacob can engage in short adult-led tasks, presented as part of a predictable routine. This includes his own work/play area in the classroom and an individual visual timetable which contains a balance of activities (independent, adult led and non-directed time) to help support his levels of engagement. Jacob's attention within adult introduced activities is at its best within those he is most motivated by. Jacob's attention control within small group activities is limited, as he finds it difficult to wait when others are having a turn.

### Understanding of spoken language:

Jacob can show effective understanding of a range of vocabulary and adult spoken language linked to his classroom routines. He can respond to 'WH' questions asked within activities e.g. who/what/where. When recently observed Jacob showed comprehension of a number of concept terms such as 'missing', 'broken' and 'higher'. He asked several why questions (e.g. "why wind not there?"), but showed a limited response to these when asked by adults about the activity.

Jacob benefits from the high levels of visual cues used at Rooktree School, which include Makaton signs and symbols. There are particularly important for communication with Jacob on those occasions when he removes his speech processor. This tends to happen when Jacob experiences raised emotions linked to motivating activities finishing or when he doesn't want to engage with a task.

### Spoken language and speech sounds:

When observed, Jacob produced 3-5 word phrases for several communication functions, such as to request, instruct and ask questions. He used some gestures alongside these. Examples include "where my plan", "him a fireman", "not windy enough yet" and "I know! Make it higher". Jacob's speech was intelligible. Jacob's use of grammar is at an early stage. He continues to have difficulties with longer fricative speech sounds, such as 'f' and 'b', and often omits final sounds at the ends of words. Jacob's ability to communicate at times of raised emotion is more limited, tending to get replaced with physical behavior.

### Social interaction:

Jacob can show some social interest in his peers, although his co-operate play skills with both adults and other children are at an early stage. He has preferences for certain children in his classroom and may participate in short, structured group games with a high level of adult support. The quality of his interactions with others is affected by Jacob's need to lead and be in charge in play activities, and difficulties with understanding that he cannot win all the time or that other children have play ideas. Jacob's social use of language is restricted, and much of his spoken communication relates to his thoughts and needs. He will engage in simple conversations with supportive adult interested in the topic.

### Goals and Recommendations:

Jacob requires targets to develop his speech and language skills to a level that is in line with his learning / cognitive skills.

### SPEECH AND LANGUAGE THERAPY PROGRAMME – NEW TARGETS

Baseline (What is happening now?)	Targets (What are we working towards?)
Jacob's understanding of 'why' questions is at an early stage.	For Jacob to be able to respond to level 3 questions asked during play activities in the classroom. When achieved, move onto Blank level 4
Jacob's use of grammar needs support.	For Jacob to be able to use: <ul style="list-style-type: none"> <li>Negatives — isn't / can't e.g. 'the kite can't fly', 'Katie isn't here'</li> <li>Auxiliary verbs - is / am / are e.g. 'I am drawing', 'the dinosaur is roaring'</li> <li>Adult to reinforce the above during relevant classroom activities</li> </ul>
Jacob cannot yet use 'f' in his speech	For Jacob to use 'f' speech sound in isolation and when combined with simple vowels e.g. far, four,

	fee-figh-fum. Adults to link cued articulation hand signs.
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**To achieve targets:**

Jacob will receive a personal communication support programme for six hours per week delivered by a teaching assistant in a small group setting. The programme will be developed by a speech and language therapist who will also train the teaching assistant assigned to Jacob's class.

Jacob's classroom teacher will develop the programme in consultation with Jacob's parents, and advice from a Speech and Language Therapist who will visit the school for a two hour session each half-term.

A speech and language therapist will assess Jacob's process once a year before his annual review and write a report. They will also attend the annual review.

Jacob will continue to receive Lego Therapy in a small group (up to 4 children) 1 hour a week to increase attention, turn taking and promote social skills. This will be delivered by the teaching assistant who has been trained by the SLT.

Further involvement /Support required: Jacob will continue to require support from the Speech and Language Therapy service until the long term aims of input have been achieved (detailed at the start of this report).

Example