



SEND (Special Educational Needs and Disability) Project



TOP TIPS FOR WRITING EHCP ADVICE

- The quality of the final EHCP is dependent on the quality of the advice / reports received – particularly if clinicians are unable to attend the planning meeting.
- The advice should be written in a clear and accessible style.
- Jargon should be avoided and technical terms and concepts should be explained – Contact A Family definitions recommended.
- Abbreviations should be avoided except where they are used repeatedly and only after they have been explained.
- Always include the name and full role titles of any professionals referred to.
- Always refer to the young person, parents and/or professionals in the text of your advice when you are reporting their comments.
- Always include the date of professional reports/advice/letters when these are referred in the text of your advice.
- Refer to rather than repeat information available in other advice / reports as part of any commentary or analysis.
- When stating your opinions in the report always makes it clear that these are your views.
- All contributors need to ensure that advice given is based on Outcomes.
- It is not appropriate to recommend support from another agency unless you have consulted with them and they are in agreement. An alternative would be to recommend that another agency to carry out their own assessment in order for them to determine an appropriate input.
- Don't name specific placement.
- State whether information that would normally be expected was unavailable or incomplete (eg, not being able to see the parents, not being able to assesses a child in a school context, etc) and how this might affect the degrees of certainty about the conclusions and recommendations for the child.
- Where applicable include the full name and edition of any test or assessment used as well as an explanation of its nature and your purposes for using it.
- Always report (briefly) any issues of reliability, validity and possible bias of any assessment measure as well as issues to do with the limitations of assessment findings.
- Always carefully consider issues of cultural context in understanding the needs of the child and issues of cultural fairness and the extent to which any assessment findings can be generalised for that particular child or young person.
- Always describe the salient features of the setting for any assessment and/or observation so that the conclusions/interpretations that are drawn from this can be understood in context.
- Where applicable establish external validity, cross reference conclusions from your assessment/observations/information gathering with assessment /observations/ information gathering from other sources (including academic attainments). Where discrepancies arise discuss possible reasons for this.
- When reporting standardised test scores, always state clearly the implications of the assessment findings for the child.