

Private and confidential

Education advice and information form


Parents / carers / young people will receive a copy of this form as part of the education, health and care needs assessment. Hertfordshire County Council will also keep a copy.

This advice form is not intended to duplicate information already provided but to enhance, update and look forward with long term outcomes and provision that will be provided to meet these.

Advice given within this form will be used to populate information for the child or Young Person's (C/YP) Education Health Care Plan (EHCP) (if following the Education Health Care Needs Assessment (EHCNA) the decision is made to issue an EHCP), where there are a range of advice givers, information will be merged and adapted accordingly to give concise information and avoid repetition in the EHCP.

Please refer to the 'This is Me' form to inform future outcomes linked to the learner's aspirations.

Child/young person name:	Asher Abelman	DOB:	9 years old
School/College Setting:	Blossom Tree School	SEN ID:	REMOVED
Address:	REMOVED	UPN:	REMOVED
		NHS No:	REMOVED
		Looked after by Local Authority?	No
Name of professional(s) completing this advice:	Mrs Blue, Miss Yellow & Mr Mauve		
Role of professional(s):	SENCo, Class Teacher & Inclusion Support Assistant		
Service:	Education	Address:	REMOVED
Telephone:	REMOVED	Email:	REMOVED

Educational Setting - Educational advice	
Year group: (please state if not chronological year group):	4
Updating family views and circumstances: Only add any updates to the learner's story since the EHCNA request information if applicable. If C/YP views have changed, please use the This is Me form to update.	 Updated views from Asher collected November 2024 with support from Mr Mauve 'I am kind, helpful and clever, 'I follow the rules', 'I don't' always say what I feel', 'I know what I want to do.'

	<p>How my friends see me - I am helpful, I am hardworking, I am good fun to be with. I am good at knowing countries and playing chess How my teachers see me - I am clever, I am funny, I am myself, I am a good role model.</p> <p>How my family see me - I am clingy, I am a bit cheeky, I am a good boy, they love me.</p> <p>What do you find hard at school? Communication.</p> <p>Who I trust: At school I can talk to Mr Mauve and Miss Yellow, I like to draw people that are important to me, it makes a memory</p>
<p>Strengths: Please describe the strengths, focusing on what the pupil can do for each area of need.</p>	<p>(EY-Y8) Cognition and Learning Asher is working at greater depth for reading and maths. Asher is a confident reader and shows good retrieval skills. He is at the expected standard for writing. In English lessons, he is able to use word banks, sentence starters, and vocabulary packs to support his writing. When working Asher sits at his own desk and enjoys having his own space in the classroom. Asher loves learning facts and he likes to solve calculations in his way.</p> <p>(EY-Y8) Communication and Interaction Asher is keen to be heard and express himself in classroom discussions. He has a wide vocabulary and enjoys using complex words e.g. when describing his characters he will remember words such as stealthy and furtive. He has often learnt these words from reading. Asher enjoys talking about his interests, particularly the countries of the world and chess.</p> <p>(EY-Y8) Social, emotional and mental health With support, Asher is able to calm himself down when overwhelmed and is mostly now able to regulate within 30 minutes. Asher is beginning to acknowledge when he has not made a good choice. Asher is able to use the terms 'happy' and 'sad' to explain how he is feeling (though this does not always correlate to the expression on his face).</p> <p>(EY-Y8) Physical and Sensory Asher enjoys and responds well to movement breaks and sensory circuits and enjoys being active and running around. Asher will know and choose sensory toys when he requires stimulation/calming. Asher will also get his headphones when he is finding the environment too noisy and does this independently.</p>
<p>Sources of assessment What assessments were used to identify the needs, outcomes and provision? E.g., observations, SDQ, SATs, incident tracking, phonics screener, standardised testing. Evidence does not need to be included if it has already been appended within the EHCNAR</p> <p>If the learner is working below ARE, please indicate a working age equivalent.</p>	<p>Information for this advice has been gathered from the class teacher, Miss Yellow, and the Inclusion Teaching Assistant, Mr Mauve during Autumn Term 2024. This has been through observation, notes on provision plan, end of term assessment and incident tracking on CPOMS.</p> <p>Reading – Greater Depth (reading age 15 equivalent text) Maths – Greater Depth Writing – Expected Standard</p>

Needs/Aspirations Please describe the CYP Aspirations or needs and impact of the need for the 4 areas of either pre or post year 9 areas of need:	Outcomes Please write the long term and short-term targets needed to address the need in B. Please ensure they are Specific, Measurable, Achievable, Realistic, Time Bound (SMART).		Provision What provision is needed in order to meet the outcomes. Please ensure this is quantifiable		
Example	Example	Timeframe – when will this be achieved by?	What will happen to meet the outcome?	When will it happen and for how long? Frequency?	Who will deliver/lead on this?
<p>SEMH Asher struggles to articulate and describe how he is feeling in detail. He does not show empathy towards how others feel and if they feel different to others. He will just say 'I wouldn't do it,' if someone has made a wrong choice.</p> <p>Asher has also expressed in his views that 'I don't always say what I feel' and so we want to ensure we support him to be able to do this.</p>	<p>Long term outcome Asher will be able to communicate his emotional state, including being able to grade the intensity of emotion at least 3 times per day.</p> <p>Steps towards outcome Asher will name at least 5 different emotions and describe the physical changes these emotions can have on the body.</p>	<p>End of KS2</p> <p>By year 5</p>	<p>With direct support, Asher to use the zones of regulation, describing how he feels in each zone and things he can do to help.</p> <p>School staff will ensure Asher completes an emotions check in, twice a day.</p> <p>Asher will have structured and regular movement breaks (which include sensory circuits) to regulate his emotions.</p>	<p>At the beginning of each lesson & after break and lunch times for up to 30 minutes in total throughout the day</p> <p>2x 10 mins per day</p> <p>4x 5 mins per day (structured) plus additional movement breaks as required</p>	<p>Inclusion Support Assistant</p> <p>Inclusion Support Assistant</p> <p>Inclusion Support Assistant</p>
<p>SEMH/Cognition & Learning Asher can be very self-critical and when feeling that he is unable to complete/attempt at task will refuse or rip up the worksheet. We feel this may be to mask his lack of confidence and fear of failure rather than him being defiant. Asher engages in negative self-talk. He says that everyone thinks he is stupid. He says that no-one likes him and that he is really bad.</p>	<p>Long term outcome Asher will complete at least 2 learning tasks independently per day.</p> <p>Steps towards outcome Asher will identify 3 of his strengths to a familiar adult.</p>	<p>End of KS2</p> <p>By year 5</p>	<p>Daily direct support to co-create a positive book for Asher to include photos and examples of things he is proud of, which can also be shared with parents to help support his self-esteem and to hold on to successes.</p>	<p>Daily at the end of the day for 15 minutes</p>	<p>Inclusion Support Assistant</p>

			<p>Direct support to engage and complete a learning task</p> <p>When Asher is transitioning to a new year group, he will have direct support and additional preparation visits, taking photos of his new environment, teacher etc. Asher to produce a book with his findings and to share with his peers.</p>	<p>60 mins per day (increasing or decreasing alongside independence development)</p> <p>3 hours per year (throughout June & July)</p>	<p>Inclusion Support Assistant, under the direction of class teacher</p> <p>Inclusion Support Assistant, under the direction of SENCo</p>
<p>Communication & Interaction</p> <p>Asher is not accepting of the others' suggestions or play requests. Asher will say that he has no friends. He can get confused about the social conventions of the play and the rules. If the game is unstructured e.g. chasing and catching, he becomes overwhelmed and doesn't understand the boundaries with other children. He struggles to pick up on social cues from other children if they have finished their game, or they want to play with friends. He cannot cope with games where he is 'out'. He will have a reason why he is not and will argue with the adult leading the game. He wants to win and wants to be the best.</p>	<p>Long term outcome</p> <p>Asher will play a turn taking game for at least 10 minutes per day with a peer and be able to join back in with this game when he does not win</p> <p>Steps towards outcome</p> <p>Asher will develop his social skills and to be able to take 3 turns in a game or role-play activity not of his choosing.</p>	<p>End of KS2</p> <p>By year 5</p>	<p>Asher to be in small group Social Communication Group. Delivering Talkabout book collection written by Alex Kelly. Starting with personal space awareness and appropriate topic maintenance.</p> <p>Direct support to play turn taking games with one or two peers.</p>	<p>2x 30 mins weekly</p> <p>Daily for 15 minutes (breaktime)</p>	<p>Inclusion Support Assistant with knowledge and experience of using Talkabout books</p> <p>Inclusion Support Assistant</p>
<p>Summary/Any other information</p> <p>Only complete if you have additional information to share. This can be in the form of brief text or a series of bullet points:</p>	<p>We have seen an increase where Asher is getting frustrated when completing work or with peers on the playground. He will become very angry, clench his fists and get louder and louder causing a high level of disruption to the class. He has physically hurt his peers when he has not won at a game or when his peers have not wanted to play his games. In the past 4 weeks we have had to remove the class on 5 occasions due to Asher's outbursts. Whilst the above outcomes are what we feel are required based on general need, we do feel</p>				

	further specialist input and outcome recommendations are key in supporting his progression with his emotional presentation.
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Signed: *Mrs Blue*

Name: Mrs Blue

Role: SENCo

Date: 12/11/24