



Statutory Educational Psychology Advice

Date due:

This advice is confidential and is restricted to X, their parents, and to those who have an interest in assessing and providing for their education. This report is the psychological advice requested as part of the statutory assessment and should be read as one contribution alongside other advice requested and information gathered. This report should not be reproduced or quoted in part without the express permission of the author.

1. Personal information		
Young person's full name:		
Date of Birth:	Year Group:	Gender:
Home Address:		
Postcode:	School:	
Parent Email Address:		

2. Background and focus of assessment
<ul style="list-style-type: none">• Keeping X safe (delete/amend as appropriate)• At times X has self-harmed as a coping mechanism. /At times X has expressed suicidal ideation• There is a risk assessment and My Safety Plan in place to support X to manage their feelings in a safer way. All adults working with X must be familiar with these documents and follow the guidance. X's My Safety Plan should be reviewed and co-produced with X on an agreed frequency in line with the identified risk. Where staff have concerns about X's safety and wellbeing these must be escalated to the designated safeguarding lead immediately.

3. X's Views and Aspirations

4. Parent/Carer Views and Aspirations
This may contain reference to needs as expressed by the family or carers (B)

5. X's Strengths

6. Understanding X's Learning and Development
Will contain a psychological formulation and summary of need (B)

All schools are expected to provide for the effective inclusion of all pupils with high quality, consistent and personalised teaching, known as quality first teaching. The provision/intervention detailed in the following section assumes quality first teaching is in place and is in addition to this resource.

Based on the information above, I propose that the following outcomes are considered for this young person. The outcomes are intended to span a key stage. Smaller step, SMART (specific measurable, achievable, realistic and time bonded) targets that work towards achieving these outcomes will be devised by the child/young person's educational setting in consultation with parents, the young person themselves and other professionals.

7.Recommendations		
Need (B)	Support Arrangements (F)	Outcome (E)
Communication and Interaction	<p><i>Approaches:</i></p> <p><i>Interventions (All interventions to be reviewed half-termly):</i></p>	
Cognition and Learning	<p><i>Approaches:</i></p> <p><i>Interventions (All interventions to be reviewed half-termly):</i></p>	
Social, Emotional and Mental Health Needs	<ul style="list-style-type: none"> • Delete/amend as appropriate • The advice contained in this section is within the context of X's use of self harm as a coping mechanism/expressed suicidal ideation. In addition to the My Safety Plan the recommended interventions below are designed to support X, over the longer term to reach a more emotionally stable place <p><i>Approaches:</i></p> <p><i>Interventions (All interventions to be reviewed half-termly)</i></p>	
Sensory and/or Physical	<p><i>Approaches:</i></p> <p><i>Interventions (All interventions to be reviewed half-termly):</i></p>	

Monitoring and Review

The interventions recorded represent our current understanding of X's needs and the evidence-based interventions which are most likely to bring about change. There will need to be ongoing monitoring and regular review of 's response to the interventions and progress towards outcomes with modifications made in light of what we learn.

Signature:**Date:****Completed by:****Educational Psychologist****HCPD registered****Telephone:****Address:****CC. Parents, School**