



What is Consultation?

Our consultation model is a collaborative problem-solving approach which offers preventative, creative and effective ways of working with schools and families to find solutions to identified concerns.

Consultation supports a richer understanding of the concerns, a wide range of strategies, approaches and evidence based approaches to inform what is already working well and think about possible next steps.

There is strong evidence to demonstrate that a consultation approach leads to improved outcomes for children and young people.

Who is involved and what happens?

- Observations in context
- Consultation meeting facilitated by the EP with key adults who know the child best. This typically includes parents/carers, class teacher, SENCO and/or Head of Year.
- During the consultation meeting, the involvement of everyone is encouraged as all attendees have a unique and valuable perspective.
- Individuals may provide their views in advance if they are not able to attend.
- If appropriate, the young person can attend part of the consultation.
- The meeting can take place at the educational setting, at the home of the child or online.
- Next steps are jointly agreed.



Why do we use consultation?

Consultation is used as part of the Assess, Plan, Do, Review process outlined in the SEND Code of Practice (2014). It can be used to explore the child's strengths and needs in relation to the four broad areas of Special Educational Needs (SEN) which are:

- Communication and Interaction
- Social, Emotional and Mental Health
- Cognition and Learning
- Physical and Sensory



Assess: Working closely with parents, school and/or CYP to gather and analyse key information.

Plan: Jointly taking the ideas gathered previously and implement a programme of support.

Do: Carrying out the agreed actions from the consultation.

Review: Evaluating the impact of any agreed actions and then deciding next steps.

What are the benefits of consultation?

- Supports collaborative problem-solving.
- Develops a shared understanding of a child's strengths and needs.
- Effective and efficient use of time.

Consultation works at three inter-related levels:

INDIVIDUAL

Concerns may be related to an individual child or young person based on one or more of the four areas of need outlined in the SEND Code of Practice.

Attendees might include parent/carer, SENCO and/or the class teacher.

Informed consent must be sought prior to EP involvement.



GROUP

Consultations at this level can be focused on groups of children with similar needs or a class.

These consultations could include an individual staff member or a group of staff.

If students are discussed anonymously, informed consent is not needed.



ORGANISATIONAL

Consultation at this level can focus on whole-school approaches to supporting pupils' needs.

The EP can facilitate a review of the current systems or policies in place.



What happens next?

NEXT →

- Agreed actions can be implemented immediately, and progress can be monitored and reviewed.
- It is recommended that a review meeting occurs approximately 6 weeks after the consultation.
- A written record of the consultation will be provided within 4 weeks. Time for this is negotiated with the school.
- Alternatively, the school can choose to take minutes that are shared with all attendees.

Feedback on consultations

"Consultation allowed time to unpick issues and identify key themes."

"It enables a greater number of children to access an EP over time."

"Parents felt listened to; this rebuilt their confidence in education and the setting."