

Checking your EHCP: Does it work for you?



Education Needs & Provision (Section B & F)

Does it list ALL the education needs? Are provisions SPECIFIC?

Section B must list all the current educational needs, as the child's difficulties are likely to change over time, so make sure everything is up-to-date and clearly states what the child truly needs help with.

In section F, look out for vague language, such as 'opportunities for'; 'access to'; 'regular'; 'as required' 'input from', 'may benefit from'. You wouldn't know the details of exactly what your child gets from these words. Good practice examples are on the first page of this factsheet.

An EHC plan is a long-term plan. The support that's set out comes from recommendations made by professionals. Highlight or underline the strategies they give in their reports (in Section K) and check these against what is written in Section F. It should be supported by a plan made by your child's school or college, which sets out how support works day to day.

Health care or social care **provision which educates or trains** a child or young person is to be treated as special educational provision (instead of health care provision or social care provision). *Section 21 Children and Families Act 2014*. Examples of this could include various therapies, and specialist health/social support to teach/increase independence.

Education Placement (Section I)

Does it name the TYPE and SETTING?

The education placement named in section I of a plan should be a logical conclusion to what sections B and F say. Therefore, it is worth checking these to determine appropriate education placement.

If sections B and F do not accurately set out your/child's needs and the provision required to meet those needs, the Tribunal (if at appeal) may conclude a choice of school that they consider can meet the needs (as described in the EHC plan) which in reality is not appropriate.

Therefore, it is important to ensure that section B and F are specific and quantifiable, an accurate reflection of ALL the needs. When considering an appeal over placement, it would be important in most cases to challenge Section B and F as well.

NEEDS (B) + PROVISION (F) = SCHOOL (I)

Social Care (Sections D & H)

Does it list ALL the social care needs? Are provisions SPECIFIC? (If relevant)

A social care assessment must inherently be done to inform provision in **Section H** of the EHC plan. The social care assessment should determine whether any provision is required. A 'not known to this service' response is not sufficient to meet the requirement of providing "advice and information", and social services should be providing something more detailed.

You can ask your LA case worker to refer you for a Section 17 social care assessment as the EHCP must specify any social care provision which must be made under section 2 of the *Chronically Sick and Disabled Person's Act 1970*. The Council for Disabled Children has an easy to read resource that explains the process: [Securing good quality social care advice for education, health and care \(EHC\) plans](#).

Health Care (Sections C & G)

Does it list ALL the health care needs? Are provisions SPECIFIC? (If relevant)

These sections should be informed by any involvement you have had with health care professionals such as the GP, hospitals, Child and Adolescent Mental Health Services (CAMHS), other NHS services etc. You can also [check this guidance](#) to see if your school is meeting its duties to make arrangements to support children with medical conditions. For further information, see [IPSEA's information on illness](#) and our [EBSA resources](#).

Views and Aspirations (Section A)

Ensure that any key points mentioned in **Section A** are reflected elsewhere in the EHC Plan, as Section A is not legally enforceable. Make sure it reflects the child as they are now.

Outcomes (Section E)

It should be clear how the provision sections will support achievement of the outcomes. Check that outcomes are personal and match SMART target criteria: Specific, Measurable, Achievable, Realistic, Timely. Does **Section E** reflect what you want to achieve?

Advice and Information (Section K)

Are the appendices clear, accurate, and specific?

They should provide advice about outcomes relevant for the child or young person's age and phase of education and strategies for their achievement. They may comment on the amount of provision they consider a child or young person requires and local authorities should not have blanket policies which prevent them from doing so. (*SEND code of practice*)

Check that all the information in the Section K documents has informed the EHC Plan. Make sure each report is analysed and highlights each difficulty with specificity and detail in Section B. You can do this by going through the documents and circling/highlighting any mention of a specific need and/or provision. These are the documents that inform what goes into the plan.

Personal Budget (Section J)

Are budget arrangements clearly identified? (If relevant)

This should clearly set out the amount of money that is available to spend on support for your child. It does not mean that your child will get any extra funding. However, it should mean that you have more say in how the money that has been allocated is spent. In some circumstances you may have the option of getting direct payments, which you can use to buy support for your child rather than have this arranged for you. While it is expected that many parents will want to take up the option of a personal budget, you are not obliged to and can simply ask the local authority or CCG to continue planning and managing the support that your child receives. *Contact* has a useful resource that explains the finer details of [Personal Budgets](#). See [Southampton City Council's Personal Budgets Policy](#) for guidance and [IPSEA's template letter](#).

You can also ask SENDIASS for further advice. You know yourself/your child best so you will be the best judge of what support is needed. We can only advise on whether the EHCP is legally compliant and how to ask for the changes you want.