

## Understanding and checking your draft Education, Health & Care Plan (EHCP)

The purpose of an Education Health and Care Plan (EHCP) is to make special education provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care. It is important to understand your or your child's EHCP so that you are clear about what is being delivered, why and by whom. When you are presented with a draft plan, you will have 15 days to respond and so it is helpful to understand what a plan should look like.

EHCPs should:

- Establish and record the views, interests and aspirations of the child and parents or young person
- Describe the child's special educational needs, and any health and social care needs
- Establish outcomes based on the aspirations
- Specify the provision required to achieve the agreed outcomes.

The SEN Code of Practice says that EHCPs should be '*clear, concise, understandable and accessible to parents, children, young people, providers and practitioners.*' (9.61)

An EHCP is divided into sections A to K. Below is a brief summary of what you can expect to be included in each section.

**Section A-** This is your 'All About Me' and 'All about my Family' paperwork which you will have usually completed at the beginning of the EHCP process

The All About Me should be written by the child or young person. They can be supported by family, friends or someone at school to write this. It should detail their interests and aspirations.

This paperwork is updated yearly as part of the Annual Review process and so should always be relatively up to date.

**Section B-** This section should specify all of the child or young person's identified special educational needs. It should not simply state a diagnosis; it should describe the implications of this diagnosis on the child's life.

A good example is, *Jack has Autism. Jack plays well on his own. However, he finds it extremely difficult to engage with other children or to make friends with peers.*

**Section C-** Describes the child's health needs related to their SEN. The same applies in that this section should not simply list a child's diagnoses.

A Good example is- *Grace has cerebral palsy which affects the right side of her body and as a result has an unsteady gait. Grace prefers to walk unaided for short distances but over longer distances she needs to use a walking frame.*

**Section D-** The social care needs that relate to the child/ young person's SEN. This information can come from teachers, youth workers or a social worker

Example- *Ebrah has extremely limited mobility as described in the health needs. This means that she faces significant challenges in joining in with social activities of her choosing including family outings and holidays.*

**Section E-** The outcomes sought for the child/ young person. The outcomes should be SMART which means they should be specific, measurable, achievable, realistic and time bound. They should cover education, health and social care where appropriate.

Outcomes should reflect the aspirations and also any key changes coming up, for example, a move in schools. They should also focus on preparing for adulthood from year 9 onwards.

Good examples- 19 year old- *By the end of his current course, Ralph will attend 3 work based interviews.*

3 year old- *Aaftab engages in a play activity with another child and an adult on a daily basis, by the time he is in reception.*

**Section F-** The special education provision required to meet all of the needs identified. This should be detailed, specific and where possible, quantified in terms of the type, hours, frequency of support and level of expertise

Where health and social care provision educates or trains, it must be included in this section. A useful test regarding this is- if the provision was not delivered would the child still be able to receive the education on par with those without SEND?

You should not see ambiguous words such as 'opportunities to', 'regular', 'access to', 'programs of...' for example-

- *'Interventions to focus on literacy and numeracy'*
- *'Regular opportunities to learn how to be independent in the community'*
- *'Discuss friendship issues with an adult'.*

Some good examples are-

- *Fadia will have a laptop with voice activated software to help her prepare for her GCSEs. The laptop will be for use in all lessons where teachers have identified this will help her to record her work more effectively. The SENCo will provide one to one support for one hour a week to enable Fadia to use the software.*
- *Daniel will receive a 30 minute session twice a week focusing on developing his social use of language. The sessions will be delivered by a teaching assistant with one other child. The session program will be developed under the direction of a speech and language therapist who will train the TA in delivering the sessions.*

**Section G-** Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN.

The provision identified should be detailed, specific and quantified. It could include specialist support and therapies, such as medical treatments, delivery of medication, occupational therapy, physiotherapy, nursing support, specialist equipment, wheelchairs, and continence supplies.

Some good examples are-

- *Jake will attend appointments at the hospital every eight weeks where his condition will be*
- *monitored by his consultant. Within the first week of term, a school nurse will deliver a two hour training session on managing his seizures for all school staff who work with Jake.*
- *Aisha will work with the CAMHS team to help her manage her emotional health. She will have 2 blocks of CBT with a clinical psychologist. The blocks will be six weeks each, separated by a two week review period.*

**Section H1-** Any social care provision which must be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970. This could include:

- Practical assistance in the home
- Provision or assistance in obtaining recreational and educational facilities in and out the home
- Assistance in travelling facilities
- Adaptations to the home
- Facilitating the taking of holidays
- Provision of meals at home or elsewhere
- Non-residential short breaks.

*Example- Elena will receive two hours per day help at home from a personal assistant to support feeding and dressing. This time will be split across the morning and afternoon and will be available 7 days a week.*

**Section H2-** Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child/ young person having SEN.

This might include provision through Early Help, children in need assessments, residential short breaks, adult social care (over 18).

*Example- Tina will have a block of 7 consecutive nights at the local residential short breaks provider to allow her parents to have a holiday. These short breaks will be available twice in this calendar year and should be taken approximately 6 months apart.*

**Section I-** Should name the educational placement or if that is not possible, the type of placement. It must only be included in the final EHC plan.

If a school or other institution is named in this section, it must admit the child.

**Section J-** Should set out the arrangements made for a personal budget required for education, health or social care. The type and amount of provision should be specified and the amount of time per week, qualifications and experience of the professional delivering it.

**Section K-** should list all of the information and advice gathered as part of the EHC needs assessment that contributed towards the plan.

### **Where can I get further information, advice or support?**

Contact the IASS team on:

**Phone:** 01743 280019 (Open 10am - 4pm Monday — Friday)

**Web:** [www.cabshropshire.org.uk](http://www.cabshropshire.org.uk)

[www.facebook.com/IASSShropshire](https://www.facebook.com/IASSShropshire)

**Email:** [iass@cabshropshire.org.uk](mailto:iass@cabshropshire.org.uk)

**Address:** Fletcher House, 15 College Hill, Shrewsbury, SY1 1LY