

# EHCP Checklist

The Education Health Care Plan (EHCP) is a legal document, sections of it are legally enforceable (B, F and I) and you are entitled to appeal these sections. For further details please see our [Guidance for Mediation and Tribunal](https://www.worcestershire.gov.uk/sendiass/sendiass-information/sendiass-guidance-mediation-and-tribunal) webpage. Therefore, it is important to check your draft EHCP is accurate.

This resource is designed to help you check a draft Education Health & Care Plan (EHCP) so that you can make sure that the document accurately reflects your child and their needs and request any amendments that you feel are necessary.

Once you receive your draft EHCP, you have **15 calendar days** to:

* check the draft and make comments/request amendments
* request a meeting with the LA to discuss the draft
* request that a particular setting is named in the final EHC plan

## What you will need

* Pen, paper or device to make notes
* Highlighters/coloured pens
* Copy of draft plan
* Copies of Professional reports

## Using the check list

Make sure that you read all reports/information that was gathered during the EHC needs assessment (these will be found in section k and the appendices of the draft plan). If there are any inaccuracies in reporting, you need to question them straight away with the professional that wrote the report and request that they are changed.

This check list is organised into the sections of an EHCP. These sections are legally required but do not have to appear in the order in which we have listed them. Each section contains a list of things that should be included in that section of the plan. There is space on the form for you to tick each thing off or you may prefer to highlight them in different colours (for example, green means it is included, red means it is missing). We have included additional notes of things to consider in each section. There is also space for you to make your own notes as you go along.

If possible, print off your plan and any professional reports/evidence that have contributed to it. Cross reference each report/evidence with the EHCP to ensure that there are no discrepancies and to see if anything has been missed. You may like to use different coloured pens to highlight the plan if you have more than one report.

Make notes about any discrepancies, things that are missing or anything that you think needs to be removed in the notes section of the checklist. Make sure you specify the paragraph of the report. (For example, Educational Psychology report, page 3, paragraph 4 to be added or EHCP section F, Page 2, paragraph 3 second sentence, please remove.)

You must then return your amendments/comments to your casework officer at the Local Authority within 15 calendar days. They may provide a form for you to add your amendments or comments to or you can send your own list.

If there is something in the plan that you don’t understand or know where it has come from, you can ask your Local Authority Casework Officer.

Once you have checked your draft EHCP you need to inform your Local Authority Casework Officer that you either:

Agree to the plan and request that a particular setting is named

Or

Send your amendments/comments and request that a particular setting is named.

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| **Section** | **What it should include** | **Check list √** | **SENDIASS Notes** | **Your Notes** |
| **Section A**  The views, interests and aspirations of the child and their parents, or of the young person | * Overview of your child/young person’s history of needs and   difficulties, their strengths as well   * A summary of how to communicate with your child/young person * Details of your child/young person’s play/education or schooling * Details of your child/young person’s independence and friendships * Details of your child/young person’s health * Details of your child/young person’s aspirations and goals for the future. This should include aspirations for: * Paid employment * Independent living * Community participation * In the case of a child, details of parent/carers’ aspirations and goals for the future. |  | This information will be taken from the Family Conversation.  For more information on the family conversation please see our [SEND Support and EHCP webpage](https://www.worcestershire.gov.uk/sendiass/sendiass-information/sendiass-guidance-send-support-and-ehcps)  Cross reference this section with your family conversation documents.  Make sure that this section accurately reflects your child. |  |
| **Section B**  The child or young person’s Special Educational Needs (SEN) | * All of your child/ young person’s identified Special Educational Needs (SEN) must be specified. These will come under the 4 broad areas of need: Communication & Interaction, Cognition & learning, Social, emotional and mental health difficulties, Sensory and/or physical needs * Any health or social care needs that affect your child’s ability to learn must be specified. * Any formal diagnosis or test scores * The difficulty your child has as a result of their condition must be specified. * May include needs for health and social care that are treated as special educational needs because they educate or train the child or young person (for example speech and language needs). |  | This information will be taken from any professional reports that your child has. This could be Education Psychology, Speech and Language Therapy, Occupational Therapy, Physiotherapy or any other professional report.  Every SEN must be specified.  Cross reference this section with any professional reports that your child has.  For every need identified in this section there should be a provision in section F.  This section is legally enforceable for a child’s needs to be met. |  |
| **Section C**  The child or young person’s health care needs which relate to their SEN | * Any physical difficulties specified. * Any mental health difficulties specified. * Any medical condition relating to your child’s SEN specified. * The difficulty your child has as a result of their condition must be specified. * If your child has an Individual Health Care Plan it should be included in this section. |  | The Integrated Care Board may add other health needs not related to your child/ young person’s SEN (for example a condition which might need management in a special educational setting).  The Designated Clinical Officer is responsible for ensuring that assessment, planning and health support is carried out by health providers and agreeing the health services within an Education, Health and Care plan (EHCP). DCO contact details:  Herefordshire Designated Clinical Officer: [hwicb.herefordshiresenddco@nhs.net](mailto:hwicb.herefordshiresenddco@nhs.net)  Worcestershire Designated Clinical Officer: [hw.senddco@nhs.net](mailto:hw.senddco@nhs.net) |  |
| **Section D**  The child or young person’s social care needs which relate to their SEN or to a disability | * Any social care needs identified through the EHC needs assessment which relate to your child/ young person’s SEN or disability must be specified. * This could include needs arising from your child/ young person’s SEN which impact their ability to engage in home or community life. * Any existing social care assessments must be included in this section. |  | As part of a EHC needs assessment you are entitled to request a social care needs assessment.  The local authority may also choose to specify other social care needs which are not linked to the child or young person’s SEN or to a disability (for example any child in need or child protection plan). Inclusion of this information must only be with the consent of the child and their parents/carers. |  |
| **Section E**  The outcomes sought for the child or young person (including outcomes for life) | * A range of outcomes over varying timescales should be included. * Education outcomes specified. * Health outcomes specified. * Care outcomes specified. * Preparing for adulthood outcomes specified. These should link to the aspirations in section A. * Education and training outcomes clearly identified. * Outcomes should be SMART; Specific, Measurable, Achievable, Realistic and Time-bound. * Steps towards meeting the outcomes identified. * Arrangements for monitoring progress towards the outcomes stated. This should include annual review and transition (moving from one stage of education/ social care services/ healthcare services to another) arrangements for the plan. * The arrangements for the setting and monitoring of shorter-term targets identified. |  | Consider what you want your child/ young person to achieve as a result of the support in the plan.  There must be a clear distinction between outcomes and provision. The provision should help your child or young person achieve an outcome; it is not an outcome in itself.  Check that any outcomes stated in professional reports are included in the plan.  It is the education and training outcomes only, that will help determine when a plan is ceased, for young people over 18. Therefore, it is important to clearly identify which outcomes relate to education and training.  The arrangements for the setting and monitoring of shorter-term targets could be through an Individual Education Plan (IEP). (These could be called different things in different settings.) |  |
| **Section F**  The special educational provision required by the child or young person | * Provision must be specified for each need listed in Section B. * Each provision should be detailed, specific and quantified. (The type, number of hours and frequency (how often) of support should be detailed) * The level of expertise of any supporting staff should be specified. * Where health or social care provision educates or trains a child or young person (for example, speech and language therapy), it must appear in this section. * Any required facilities, environment, equipment, staffing arrangements, teaching methods, interventions and curriculum specified. * If your child/ young person is in or beyond Year 9, the provision required to support the preparation for adulthood and independent living must be specified (support for finding employment, housing or for participation in society). * Where residential accommodation is appropriate this should be specified. * If it is your preference for your child to receive an Education Other Than At School/ Education Other Than In a Setting EOTAS/EOTIS package reference to EOTAS/EOTIS must be made/specified in this section. |  | This section details the help/support your child/ young person will get in school/setting.  **Provision listed in this section is legally enforceable.**  LA must secure SEN provision specified in the plan regardless of LA resources.  **Each special educational provision listed in this section must link to a special educational need in section B.**  Cross reference this section with any professional reports that your child has.  LAs should resolve conflicts between advice from different sources and explain why they have made their decisions.  It should be clear how each provision will support the outcomes listed in section E.  It should be clear how advice and information gathered in the EHC needs assessment (professional reports and evidence) has informed the provision specified.  Language used should be specific. |  |
| **Section G**  Any health provision reasonably required by the learning difficulties or disabilities which result in the child/ YP having SEN | * Each provision should be detailed, specific and quantified (for example, the type of support and who will provide it). * If your child/ young person is in or beyond Year 9, the health care provision required to support the preparation for adulthood and independent living must be specified (support for finding employment, housing or for participation in society). * May include specialist support and therapies, such as medical treatments and delivery of medications, occupational therapy and physiotherapy, a range of nursing support, specialist equipment, wheelchairs and continence supplies. * If your child has an Individual Health Care Plan it should be included in this section. |  | Provision stated in this section must be secured by Integrated Care Board.  Only provision “reasonably” required must be included in this section, and health authorities can refuse to have provision included on grounds of cost or convenience.  Therapy may appear under both health (section G) and educational (section F) provision if some provision relates to educational needs and some provision is needed for a health need.  It should be clear how each provision will support the achievement of the outcomes listed in section E.  It should be clear how advice and information gathered in the EHC needs assessment (professional reports and evidence) has informed the provision specified. |  |
| **Section H1**  Any social care provision which must be made for a child/ **YP under 18** resulting from s.2 Chronically Sick & Disabled Persons Act 1970 (CSDPA) | * Any **social care provision** required from social services under the Chronically Sick and Disabled Persons Act (CSDPA) 1970 * These services include: practical assistance in the home, recreational/leisure opportunities, travel assistance, adaptations to the home, facilitation of holidays, special equipment, non-residential short breaks * Each provision should be detailed, specific and quantified (for example, the type of support and who will provide it). * May include services to be provided for parent carers * If your child/ young person is in or beyond Year 9, the social care provision required to support the preparation for adulthood and independent living must be specified (support for finding employment, housing or for participation in society). |  | Section H1 relates only to children and young people **under 18** who are receiving social care provision under section 2 of the Chronically Sick and Disabled Persons Act 1970 (CSDPA).  Provision stated in this section must be secured by the local authority.  It should be clear how each provision will support the achievement of the outcomes listed in section E.  It should be clear how advice and information gathered in the EHC needs assessment (professional reports and evidence) has informed the provision specified.  Where social care educates or trains it must also go in section F as special educational provision. |  |
| **Section H2**  Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child/young person having SEN | * Social care provision reasonably required may include provision identified through: early help, children in need assessments or safeguarding assessments for children. * Section H2 must only include services which are not provided under Section 2 of the CSDPA. For children and young people under 18 this includes residential short breaks and services provided to children arising from their SEN but unrelated to a disability. * Any adult social care provision for young people over 18. * If your child/ young person is in or beyond Year 9, the social care provision required to support the preparation for adulthood and independent living must be specified (support for finding employment, housing or for participation in society). |  | Section H2 relates to any other social care provision not listed in H1.  Only provision “reasonably” required must be included in this section, and the local authority can refuse to have provision included on grounds of cost or convenience.  The local authority may also choose to specify other social care provision reasonably required by the child or young person, which is not linked to their learning difficulty or disabilities. |  |
| **Section I**  Placement | * The name and type of school, setting or other institution to be attended by your child or young person. **These details must only be included in the final plan (not the draft)** |  | Specialists’ reports won’t recommend a setting, but they will describe a suitable environment.  The nearest mainstream setting will be named by the LA unless the child’s needs and provision cannot be met by them. Parents/carers need to research an appropriate setting for their child. Our webpage [Choosing a school for a child with Special Educational Needs/Disabilities (SEND)](https://www.worcestershire.gov.uk/sendiass/sendiass-information/choosing-school-child-special-educational-needsdisabilities-send) may help with this.  The local authority must name your preference for a setting as long as it is suitable for your child’s age, ability, aptitude and special educational needs and not incompatible with the efficient education of other children or the efficient use of resources.  Once named in this section the school/ setting/ institution must admit your child/young person. This duty does not apply to wholly independent schools.  **The placement listed in this section is legally enforceable.**  If you have decided to electively home educate your child under section 7 of the Education Act this should be specified in this section.  If it is your preference for your child to receive an Education Other Than At School/ Education Other Than In a Setting EOTAS/EOTIS package this section will remain blank. |  |
| **Section J**  Personal Budget (including arrangements for direct payments) | * This section should provide detailed information of the personal budget that will be used to secure the provision specified in the plan. * This section should set out the details of any direct payments. * The special educational needs and outcomes that are to be met by any direct payments must be specified. |  | Funding to cover the provision within a EHCP is called a personal budget. In most circumstances this will go directly to the placement.  Any amount of money identified in this section must be enough to secure the provision specified.  For more information on personal budgets and direct payments please see our factsheet: [Personal Budgets for SEN](https://www.worcestershire.gov.uk/sites/default/files/2022-12/v6_personal_budgets_01_2020.pdf) |  |
| **Section K**  Advice and Information | * This section should include a list of all the advice and information gathered during the EHC needs assessment. * The list should include details of who gave the advice and when. |  | Full copies of all the advice/ information/ evidence (professional reports) gathered during the EHC needs assessment should be attached to the plan as appendices.  Any private reports you may have submitted as part of your evidence should also be included in the appendices.  If any reports are included in section k but are not referenced in the plan, question why the content has not been included in the plan. |  |