

Checking a Draft EHCP:

The final EHC plan is legally binding and so it is important that you check the content of the draft EHC plan to ensure you are happy with it.

Step one:

Go through the assessment reports and **highlight each need.** Check that these cover **all** your child's **needs**.



Step two:

Check that these needs are all included in the EHCP, you will find these in sections B, C & D.

Step three:

Now highlight all the outcomes in the plan. These can be found in section E. The outcomes should state the expected benefit to your child if they have the training or support stated in the provision section.



Step four:

Now highlight all the provision in the plan. This can be found in sections F, G, H1 & H2.

TIP: It may be helpful to write the needs, outcomes and provision on the table below, so that you are able to check that there is an outcome and provision for each need.

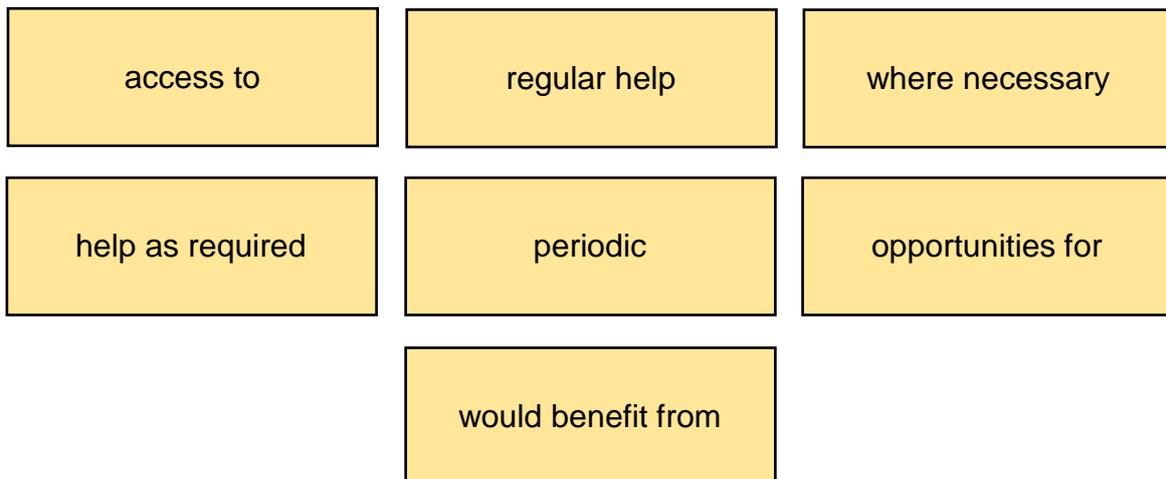
Provision:

Provision should be detailed, specific, and normally quantified in terms of type, hours and frequency of support and level of expertise, including where this support is secured through a personal budget.

To be clear about what your child's help will amount to on a typical day at school, ask yourself the following:

- What type of help my child will get? e.g. equipment, learning support, teaching programme, speech therapy.
- Who will give the help?
- Do they need particular qualifications or experience?
- How many hours of extra help are there?
- How often will the help happen?
- Is help for playtimes and lunchtimes included where necessary?
- Will your child get help for self-care if needed e.g. around eating or continence?
- What teaching strategies will staff use?
- Will teaching be one to one or in small groups?
- If teaching is in groups, how big will they be?

Make a note of any gaps, anything that is unclear, or anything you do not agree with or understand. The plan should **avoid** words and phrases such as:



Phrases such as the above leave it up to someone else to decide, so your child may not get the help they need. It is very important that the EHCP says how much help your child will get and how often.

Some examples:

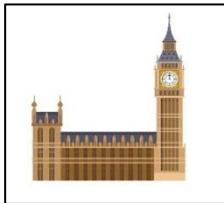
-  Lydia would benefit from access to therapy throughout the year.
-  Lydia will receive 45 minutes direct 1:1 speech and language therapy once a week from a qualified therapist.

- ~~x~~ George will have weekly support with developing friendships
- ✓ George will attend a nurture group for one hour, three times a week, delivered by a Teaching Assistant.

Naming a school:

Your draft plan should not have a school or setting named on it. Once you have agreed the plan contents you can ask the local authority to contact the school or setting of your choice to determine whether they can meet your child's **needs** based on the plan.

There are a limited number of reasons that a school can use to refuse a place to a pupil.



- a) The school or other institution is unsuitable for the age, ability, aptitude or special educational needs of the child or young person concerned, or
- b) The attendance of the child or young person at the requested school or other institution would be incompatible with –
 - i. The provision of efficient education for others, or
 - ii. The efficient use of resources

(Section 39 of the Children & Families Act 2014)

Where can I get more information, advice or support?

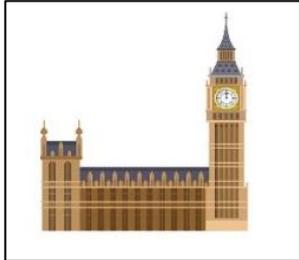
Here at SENDiass, we can:

- provide you with advice and support in checking the draft EHC plan
- accompany you to meetings

Glossary

Outcomes

Section 9.66 of the SEND Code of Practice states:



An outcome can be defined as the benefit or difference made to an individual as a result of an intervention.

It should be personal and not expressed from a service perspective; it should be something that those involved have control and influence over, and while it does not always have to be formal or accredited, it should be specific, measurable, achievable, realistic and time bound (SMART).

When an outcome is focused on education or training, it will describe what the expected benefit will be to the individual as a result of the educational or training intervention provided.

Provision

Provision that is additional to or different from that made generally for other children of the same age. Detailed, specific, and normally quantified, in terms of type, hours and frequency of support and level of expertise, including where this support is secured through a personal budget.

Needs

A child has special educational **needs** if they have a learning difficulty or disability, which calls for special educational **provision** to be made for him or her. Children with special educational **needs** all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.