



Cumbria SEND Information, Advice and Support Service

Offering impartial information, advice and support to children and young people with special educational needs and or disabilities and their parents & carers.

Form and Content of an EHCP

There is no national standard format for the EHC plan, however every plan must have certain sections, which must be clearly labelled.

- A: The views, interests and aspirations of you and your child.
- B: Special educational needs (SEN).
- C: Health needs related to SEN.
- D: Social care needs related to SEN.
- E: Outcomes – how the extra help will benefit your child
- F: Special educational provision (support).
- G: Health provision.
- H: Social care provision.
- I: Placement – type and name of school or other institution (blank in the draft plan (link to info about draft plan))
- J: Personal budget arrangements.
- K: Advice and information – a list of the information gathered during the EHC needs assessment.

The [SEND code of practice](#) has detailed information about what should be in each section. You can find this in paragraph 9.69.

We recommend you use the IPSEA EHCP Checklist when checking a draft EHCP or if you wish to ask for amendments to a finalised plan at an annual review meeting. Link below:

<https://www.ipsea.org.uk/Handlers/Download.ashx?IDMF=afd8d11f-5f75-44e0-8f90-e2e7385e55f0>

Section F requires particular attention as it contains details of the help your child will get in school. This section must be specific and quantified. It should be very clear how much help, how often and who will give it. Therapies such as speech and language therapy must normally be in section F.

Section F is vitally important as it is directly legally enforceable. Your local authority has a legal duty to secure the special educational provision specified in the EHC plan.



The local authority must set out clearly the amount and kind of extra help that your child will receive.

Look back at the reports. Are any particular interventions, teaching methods or equipment recommended? Is there any mention of staff qualifications or training? Check whether these recommendations have been included in section F.

Every special educational need identified in section B must be matched by special educational provision in section F. This is a legal requirement. For example:

Section B – special educational needs > Section F – special educational provision

Difficulty understanding social rules > Social skills group, use of social stories

Misses instructions > All learning to be reinforced and repeated; checking back that child has understood

Lack of self-help skills, not yet toilet trained > Individual Toileting programme adult support to change

Becomes overwhelmed by sensory stimuli > Quiet space within school; OT to provide programme of sensory activities

Difficulty managing transitions and changes to routine > Visual timetable; advanced warning of any changes

Drawing up a similar table for your child's EHC plan may help you identify gaps.

The provision in F must be specific and should normally be quantified. If your child's EHC plan lists a particular intervention or type of support, the following must be clear:

- Type of support.
- How much?
- How often?
- By whom? This could include any necessary staff qualifications.

Example:

- Jasmine will receive 45 minutes direct speech and language therapy every two weeks delivered by a qualified speech and language therapist.

A vague EHC plan will not be enforceable. Beware of words such as access to, opportunities for, regular.

- Absalom will have access to extra help from school staff as required. This will include opportunities to work in a small group.

In the above example it is not clear how much help Absalom will receive, and who will deliver it.

Special educational provision can be wider than just teaching arrangements aimed at academic progress. The law says that health and social care provision that educates or trains a child is to be deemed special educational provision and thus contained in section F. The most frequent instance of this is speech and language therapy.

Please see the link to Council for Disabled Children's website for further information on the form and content of an EHCP:

<https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/EHCP%20Exemplar%20Guide%202017.pdf>

Link to SEND Code Practice 2015, Chapter 9 p164 covers the content of an EHCP:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Link to Cumbria County Council's SEND Local Offer, the EHCP format and contents used by CCC:

https://search3.openobjects.com/mediamanager/cumbria/fsd/files/quick_guide_as_to_what_is_included_in_an_ehc_plan.pdf

Link to IPSEA EHCP Checklist:

<https://www.ipsea.org.uk/Handlers/Download.ashx?IDMF=afd8d11f-5f75-44e0-8f90-e2e7385e55f0>

