

How to check your draft EHC Plan

When your plan is issued for the first time it will be issued as a draft plan and you will be given 15 days to check it and any changes.

If you have received a revised plan following an annual review it will be called a **Proposed Amended Plan**.

There should be no school or type of school named in Section I. This is to allow parents/young people to state their preference for the school/type of school without influence from the local authority.

Step 1: Check that you have everything you need

- Your SEN casework practitioner will have sent you a copy of the draft EHC plan.
- They should also send a copy of all the reports that have contributed to the assessment. These will be listed in the appendices (Section K). Check that you have copies of all of them and that everything that you expect to have been included is listed.
- You will receive a form to complete, giving your choice of school.

You have 15 days to check the plan and to return it to SEN casework practitioner along with your choice of school. Please don't leave it to the last minute. If you need further support from us, please ask us as soon as possible so that we can schedule time within your deadline.

Step 2: Check section A

- Does this capture your and your child/young person's aspirations?
- Is the history accurate? It doesn't need to be long and detailed but should capture the important points.
- Most importantly, does it accurately describe your child/young person? If you don't recognise the child/young person being described there is probably something wrong.
- Include any information on health or social care needs to be included if it is not going into section C or D.

Step 3: Check through the Educational Psychologist (EP) report

You will notice that the EP report is structured to clearly set out strengths, difficulties, outcomes and provisions. The EHC plan will be largely based on these sections. Strengths and difficulties should be listed in Section B, outcomes in Section E and Provisions in Section F. Cross reference this report against the EHC plan making sure that everything in these sections has been included.

Step 4: Checking the other reports

Work through each report in turn, using coloured pens or highlighters (you can also do this online).

Colour 1: Highlight all strengths/ things that your child/young person can do well

Colour 2: Highlight difficulties/Needs

Colour 3: Highlight recommended provision to meet the needs

It is also worth reading through those parts of the EP report that fall outside of the structured tables, in case there are other difficulties or recommendations included in the body of the report text.

Step 5: Checking the reports against the plan

Cross reference all your highlighted sections in each report to make sure they have been included in the EHC plan. The wording may not be exactly the same and much of the information will have been picked up by the EP report. Information from the report should be in the following sections:

Needs/difficulties

- Special Educational Needs (or difficulties) will be in Section B
- Health needs/difficulties in Section C
- Social care needs/difficulties in Section D

Provision to meet the needs

- Special Educational Provision in F
- Health Provision in G
- Social care provision in H1/H2

Outcomes:

- These will be in section E

Any health or social care provision that educates or trains must be in sections B and F.

If anything has been missed from any reports make a note of this, asking for it to be included. It is helpful if you can reference the report it comes from.

Step 6: Checking outcomes are SMART

An outcome is the benefit or difference made to the child or young person as a result of the interventions. All outcomes should be SMART:

- Specific
- Measurable
- Achievable
- Realistic
- Timebound

Is it clear what your child/young person will be able to achieve and when they will achieve it. Has a measurable target been set?

For children and young people age 14+ the outcomes should include those that will prepare them well for their future adult life and should clearly link to their aspirations.

Step 7: Is there a provision to meet each of the needs?

- Is there a provision in Section F to meet each of the needs described in Section B?
- Is there a provision in Section G to meet each of the needs described in Section C?
- Is there a provision in Section H1/H2 to meet each of the needs described in Section D?

Step 8: Is all provision specified and quantified?

Check through Section F, G and H. Provision should be clear in terms of what is provided, how often and how long for, and the level of expertise required by the person delivering it.

Here are some examples:

- Speech and language therapy once per week for 30 minutes delivered by a qualified speech and language therapist.
- Social skills group delivered twice per week for 15 minutes by an ELSA (Emotional Learning Support Assistant)

Words or phrases to watch out for that aren't specific or quantifiable:

- Regular
- Access to
- Opportunities for
- Where necessary

Step 9: Return the plan to SEN casework practitioner

Return the plan together with any amendments or comments.

Don't forget to include your school preference form.

Additional considerations for checking a proposed amended plan.

The process of checking a proposed amended plan is slightly different. All the information from previous reports should already be included so you will only need to check that information from new reports has been added as described above.

As before, you should have copies of these new reports and they should be listed in the appendices.

In addition, please check the following:

Section A: Is there new information that should be added, or old, outdated information that should be removed?

Sections B, C and D: Is the information still up to date. Be particularly careful if a level of ability or attainment has been specified as this may have changed (and hopefully improved).

Section E: Have some of the outcomes been met? Are they still the right outcomes? Do new outcomes need to be added?

Section F: If needs have changed in Section B there may be provisions in F that are no longer needed. If needs have been added, there should be new provisions to meet those needs.

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