



## How to check your draft EHC Plan

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

If you have received a revised plan following an annual review it will be called an amendment notice.

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. Please contact us if you would like our school lists and you may find it helpful to read through IPSEA's 'choosing a school/college with an EHC plan' resource via this link: [Choosing a school/college with an EHC plan | \(IPSEA\) Independent Provider of Special Education Advice`](#)

### Step 1: Check that you have everything you need

- Your SEND officer will have sent you a copy of the draft EHC plan.
- They should also send you 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 the SEND team along with your choice of school. If you need support from us, please ask us as soon as possible so that we can schedule time within your deadline.

### Step 2: Check section A

- This section should contain your and your child/young person's views. It can't be appealed so you might like to check that you are happy with this section.
- Does this capture yours and your child'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?
- 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 needs 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 can do well
- Colour 2: Highlight difficulties/Needs
- Colour 3: Highlight recommended provision to meet the needs

### **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 Educational Psychology 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 will be able to achieve and when he/she 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. Please see the attached fact sheet on preparing for adulthood for more details: [Preparing for Adulthood - Bracknell Forest IASS](#)

## **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 Sections H1/H2 to meet each of the needs described in Section D?

## **Step 8: Is all provision specified and quantified?**

Check through Sections 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)

# Bracknell Forest Information, Advice & Support Service

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[www.bracknellforestiass.co.uk](http://www.bracknellforestiass.co.uk)



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

- Regular
- Access to
- Opportunities for
- Where necessary

For more information, do please contact us: [IASS@bracknell-forest.gov.uk](mailto:IASS@bracknell-forest.gov.uk)

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Information, Advice & Support Services.  
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## **Step 9: Return the plan to your allocated case officer in the SEND team**

Return the plan together with any amendments or comments. You do not need to use the form and can email them or send as an attachment in a word document if you prefer.

Don't forget to include your school preference form.

### **Additional considerations for checking an amendment notice:**

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. Do please contact IASS if you need anything further: 01344 354011 or [IASS@bracknell-forest.gov.uk](mailto:IASS@bracknell-forest.gov.uk).