 

**Checklists for writing more effective**

**EHC plans for children and young people**

**with sensory impairments**

**Summary**

**Purpose of these checklists**

To ensure that Education, Health and Social Care (EHC) plans written for children and young people with sensory impairments contain the information outlined in the [Special Educational Needs and Disability (SEND) Code of Practice (COP) (2015): 0 to 25 years](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).

These checklists are intended to accompany the NatSIP [section by section guide](https://www.natsip.org.uk/index.php/send-reforms/ehc-plans/801-new-report-writing-more-effective-ehc-plans-for-cyp-with-si) to Education, Health and Care (EHC) plans for children and young people with sensory impairments.

**Intended audience**

For all professionals

* responsible for the overall production of EHC plans for children and young people with sensory impairment
* required to contribute to EHC plans for children and young people with sensory impairment.

These checklists have been developed by the National Sensory Impairment Partnership (NatSIP). NatSIP is funded by the Department for Education to support and improve outcomes for children with sensory impairments.

**Introduction**

Since 1 September 2014, it has no longer been possible to request a statutory assessment under the Education Act 1996 for children and young people (CYP) who did not already have a statement of SEN. Under the Children and Families Act 2014, statements of SEN have now been replaced by EHC plans. By 1 April 2018, local authorities must have transferred all children and young people with existing statements of SEN to the new SEND system and EHC plans.

This resource features three checklists covering:

1) the format of EHC Plans, ensuring that **all** the required sections of the EHC plan are included (page 3)

2) the content of an EHC Plan (page 5)

3) for drafting outcomes for section E of the EHC plan (page 12)

Note: The word **must** is only used in the checklists where it has been used in the SEND COP – this means it refers to a statutory requirement under primary legislation, regulations or case law.

Checklists included here have a particular focus on children with sensory impairments. A more generic checklist, produced by the Council for Disabled Children, can be found on the [SEND Gateway website](http://www.sendgateway.org.uk/resources.cdc-ehc-plan-checklist-and-example-plans.html). .

# 1) Checklist for the format of EHC Plans

|  |  |  |
| --- | --- | --- |
| **Sections and format of an EHC plan (para 9.62)** | **Yes/No** | **Comment** |
| Are there 12 clearly defined sections?  |  |  |
| Are the letters A–K used (including H1 and H2) to denote each section?*(Note – they do not need to be in alphabetical order)*  |  |  |
| Are some sections joined together and/or in tabular format? |  |  |
| Are the different sections clearly labelled, i.e. using the letters A-K? |  |  |
| Does the letter of the section heading match the content title in para 9.62? *(See the table below)* |  |  |

|  |  |  |
| --- | --- | --- |
| **Letter** |  **Title of section** | **Yes/No** |
| **A** | **Views, interests and aspirations of the child and their parents, or of the young person** |  |
| **B** | **The CYP’s special educational needs** |  |
| **C** | **The CYP’s health needs related to their SEN** |  |
| **D** | **The CYP’s social care needs related to their SEN**  |  |
| **E** | **Outcomes sought for the CYP** |  |
| **F** | **Special educational provision required by the CYP** |  |
| **G** | **Any health provision reasonably required by the learning difficulties or disabilities which result in the CYP having SEN** |  |
| **H1** | **Any social care provision which *must* be made for a CYP under 18 resulting from Section 2 of the Chronically Sick and Disabled Persons Act (1970)** |  |
| **H2** | **Any other social care provision reasonably required by the learning difficulties or disabilities which result in the CYP having SEN** |  |
| **I** | **The name and type of school, maintained nursery school, post-16 institution or other institution to be attended by the CYP** |  |
| **J** | **Personal Budget** |  |
| **K** | **A list of the advice and information gathered during the EHC needs assessment. The advice and information must be attached (in appendices)** |  |

**Key information: how the sections of a plan are related**

There is an interrelationship between all the sections in an EHC plan and so every section requires serious consideration in order to ensure the best possible outcomes for a CYP with sensory needs. This is shown in the diagram below:

|  |
| --- |
| **Aspirations** |
| B. Special Educational Needs |  | E. Outcomes |  | F. Special Educational Provision |  | I. Placement (where the special education provision will be made)J. Personal Budget |
| C. Health Needs | G. Health Provision |
| D. Social Care Needs | H1 and H2Social Care Provision |
| **All the above sections are underpinned by rigorous and detailed assessment[[1]](#footnote-2)** |

# 2) Checklist for the content of EHC Plans

|  |
| --- |
| **Section A: The views, interests and aspirations of the child and their parents, or of the young person** |
| **Content ‘to include’ (para 9.62)** | **Yes/No** | **Comment** |
| Details about the CYP’s aspirations and goals for the future.  |  |  |
| Details about play, health, schooling, independence, friendships, further education and future plans, including employment where practical. |  |  |
| Summary of how to communicate with the child. |  |  |
| The CYP’s history. |  |  |
| If written in first person, the plan must make clear whether or not the CYP is being quoted directly or if the views of the parents and professionals are being represented. |  |  |

|  |
| --- |
| **Section B: The child or young person’s special educational need (SEN)** |
| **Content ‘to include’ (para 9.62)** | **Yes/No** | **Comment** |
| All the CYP’s identified special educational needs **must** be specified. |  |  |
| SEN may include needs for health and social care provision that are treated as special educational provision because they educate or train the CYP (para 9.73). |  |  |

|  |
| --- |
| **Section C: The child or young person’s health needs which relate to their SEN** |
| **Content ‘to include’ (para 9.62)** | **Yes/No** | **Comment** |
| **Must** specify any health needs identified through the EHC needs assessment and related to the CYP’s SEN. |  |  |
| The Clinical Commissioning Group may also choose to include any other health needs which might need management in an educational setting. |  |  |

|  |
| --- |
| **Section D: The child or young person’s social care needs which relate to their SEN**  |
| **Content ‘to include’ (para 9.62)** | **Yes/No** | **Comment** |
| **Must** specify any social care needs identified through the EHC needs assessment which relate to the CYP’s SEN and which require provision for a CYP (aged under 18) under Section 2 of the Chronically Sick and Disabled Persons Act 1970. |  |  |
| The Local authority (LA) may also include other social care needs, not related to the CYP’s SEND, such as child in need or child protection plan etc*.* **(Inclusion must have consent of child and parents)**. |  |  |
| Where the YP is aged 18 or over, statutory adult care and support plan should form the ‘care’ element of the young person’s EHC plan. Care part of the EHC plan **must** meet the requirements of the Care Act 2014. (para 8.69, SEND COP)  |  |  |

|  |
| --- |
| **Section E: The outcomes sought for the child or young person**  |
| **Content ‘to include’ (para 9.62)** | **Yes/No** | **Comment** |
| A range of outcomes over varying time scales, covering education, health and social care as appropriate. Outcomes should be SMART (para 9.66) and should include what is important *to* CYP and what is judged important *for* them (para 9.67). **(Clear distinction between outcomes and provision required)** |  |  |
| Steps towards achieving outcomes. |  |  |
| Arrangements for monitoring progress, including review and transition review arrangements. |  |  |
| Arrangements for setting and monitoring shorter term targets by the early years provider, school, college, etc. |  |  |
| Forward plans for key changes in a CYP’s life e.g. changing schools, moving from children’s to adult services, FE to adulthood. |  |  |
| For YPs preparing for transition to adulthood, include the outcomes that will prepare them for adulthood ensuring they are linked to the aspirations in Section A. |  |  |

|  |
| --- |
| **Section F: The special educational provision required by the CYP** |
| **Content ‘to include’ (para 9.62)** | **Yes/No** | **Comment** |
| Provision **must** be detailed and specific and normally quantified (note if supported by Personal Budget). |  |  |
| Provision **must** be specified for every need noted in Section B. |  |  |
| Should be clear how the provision will support achievement of outcomes. |  |  |
| Health and social care provision **must** appear here if it educates or trains the CYP (e.g. speech and language therapy). |  |  |
| Clarity as to how advice and information gathered has informed the provision. |  |  |
| **Should** specify:* any appropriate facilities, equipment, staffing and curriculum.
* any appropriate modifications to the National Curriculum (NC) where appropriate.
* appropriate exclusions from NC or course studied post-16 and the alternative provision substituted for this.
* if applicable, where residential accommodation required.
* where there is a Personal Budget, the outcomes it is supporting.

  |  |  |
| Where CYP is in or beyond year 9, EHC plan **must** include any provision required by CYP to assist in preparation for adulthood and independent living, for example, support for finding employment, housing or participation in society. (para 9.63)  |  |  |

|  |
| --- |
| **Section G: Any health provision reasonably required by the learning difficulties or disabilities which result in the CYP having SEN**  |
| **Content ‘to include’ (para 9.62)** | **Yes/No** | **Comment** |
| Provision **should** be detailed and specific and **should** normally be quantified e.g. type of support and who will provide it. |  |  |
| Be clear how this provision supports achievement of outcomes, including health needs to be met. |  |  |
| Clarity as to how advice and information gathered has informed the provision specified. |  |  |
| May include specialist support and therapies such as medical treatments, occupational therapy, physiotherapy, specialist equipment (wheelchairs, continence pads). |  |  |
| May specify health provision not related to learning disabilities. |  |  |
| Where CYP is in or beyond year 9, EHC plan **must** include any provision required by CYP to assist in preparation for adulthood and independent living, for example, support for finding employment, housing or participation in society. (para 9.63) |  |  |

|  |
| --- |
| **Section H1: Any social care provision which must be made for a CYP under 18** **resulting from Section 2 of the Chronically Sick and Disabled Persons Act (CSDPA) 1970** |
| **Content ‘to include’ (para 9.62)** | **Yes/No** | **Comment** |
| Provision **should** be detailed, specific and **should** normally quantified, identifying any social care direct payment. |  |  |
| Be clear how this provision supports achievement of outcomes. |  |  |
| Clarity as to how the advice and information gathered has informed the provision. |  |  |
| **Must** specify all services assessed as being needed for a disabled CYP under 18, under Section 2 of CSDPA 1970. These include:* practical assistance in the home.
* provision/assistance in recreational and educational facilities at home and outside the home.
* assistance in travelling to facilities.
* adaptations to the home.
* facilitating the taking of holidays.
* provision of meals at home or elsewhere.
* provision of a telephone or any special equipment.
* non-residential short breaks (it is assumed that the child as well as the parent(s)/carer(s) will benefit from the short break).

May include services to parents/carers of disabled children, following assessment of needs under sections 17ZD-17ZF of the Children Act 1989. |  |  |
| Where CYP is in or beyond year 9, EHC plan **must** include any provision required by CYP to assist in preparation for adulthood and independent living, for example, support for finding employment, housing or participation in society. (para 9.63) |  |  |

|  |
| --- |
| **Section H2: Any other social care provision reasonably required by the learning difficulties or disabilities which result in the CYP having SEN** |
| **Content ‘to include’ (para 9.62)** | **Yes/No** | **Comment** |
| Provision identified through early help, Children In Need and safeguarding assessments (**must** only include services which are not provided under section 2 of CSDPA 1970 e.g. will include residential short breaks and services provided for their SEN but unrelated to their disability). |  |  |
| Any adult social care provision to meet the needs of the YP over 18 as set out in an adult care and support plan under the Care Act 2014. |  |  |
| Where CYP is in or beyond year 9, EHC plan **must** include any provision required by CYP to assist in preparation for adulthood and independent living, for example, support for finding employment, housing or participation in society. (para 9.63) |  |  |

|  |
| --- |
| **Section I: Placement**  |
| **Content ‘to include’ (para 9.62)** | **Yes/No** | **Comment** |
| Name and type of school, maintained nursery, post-16 institution. |  |  |
| These details **must** only be included in **final** EHC plan. |  |  |

|  |
| --- |
| **Section J: Personal Budget (including arrangements for direct payment)** |
| **Content ‘to include’ (para 9.62)** | **Yes/No** | **Comment** |
| Detailed information on any Personal Budget used to secure provision for EHC plan. |  |  |
| Should set out the arrangements for direct payments as required by education, health and social care regulations. |  |  |
| Must specify the SEN and outcomes that are to be met by any direct payment. |  |  |

|  |
| --- |
| **Section K: Advice and information**  |
| **Content ‘to include’ (para 9.62)** | **Yes/No** | **Comment** |
| A list of the advice and information gathered for the assessment. |  |  |
| Advice and information **must** be set out in appendices. |  |  |

|  |
| --- |
| **Other features**  |
| **Content to check**  | **Yes/No** | **Comment** |
| Should describe positively what the CYP can do and has achieved. (para 9.61) |  |  |
| Should be clear, concise, understandable and accessible to parents, children, young people and professionals. (para 9.61) |  |  |
| Should have a review date. (para 9.61) |  |  |
| Plan should be clear how advice and information gathered has informed the provision specified in sections F, G, H1 and H2 and/or if there have been any departures from this advice. Reasons should be given by the local authority for any departures from this advice. (para 9.69) |  |  |

# 3) Checklist for drafting outcomes

*“Outcomes underpin and inform the detail of EHC plans.”* (SEND COP, para 9.68)

*“EHC plans* ***must*** *specify the outcomes sought for the child or young person in Section E. EHC plans should be focussed on education, training, health and care outcomes that will enable CYP to progress in their learning and, as they get older, to be well prepared for adulthood.”* (SEND COP, para 9.64)

Key information: the difference between outcomes and aspirations

Sometimes outcomes can be drafted in way that mean they read more like aspirations e.g. *“will achieve her academic potential”*.The difference between an aspiration and an outcome is set out below.

* **Aspiration:**something which it is hoped will happen further into the future(longer term) e.g. employment or further study plans, or the degree ofindependence hoped for in adulthood.**Must be specified in Section A.**
* **Outcome:** something which contributes towards the aspiration but can be measured and is expected to be achieved within the medium term, e.g. by the end of the key stage. **Must** **be specified in Section E.**

|  |  |  |
| --- | --- | --- |
| **Requirements for the drafting of outcomes**  | **Yes/No** | **Comment** |
| Is the outcome clearly defined as the benefit or difference made to an individual as the result of an intervention? |  |  |
| Is the outcome personal and not expressed from a service perspective? (For example, should not be stating *“she needs two hours of speech therapy per week”* as this is provision). |  |  |
| Is the outcome something that those involved have control and influence over?  |  |  |
| Is the outcome specific, measurable, achievable, realistic, time-bound (SMART)?  |  |  |
| Is it challenging, with high expectations? |  |  |
| Is it clear there has been a consideration of what’s important **to** the child or young person and what is important **for** them as judged by others with the CYP’s best interests at heart? |  |  |
| Is it helping the CYP to achieve/move towards achieving an identified aspiration? |  |  |
| If the CYP is in year 9 or above, are the outcomes reflecting the need to ensure young people are preparing for adulthood?  |  |  |
| Will you be able to tell whether or not the outcome has been achieved? Can you report on it?  |  |  |

### Key information: Writing of ‘good’ SMART outcomes

The following is a process for deriving and writing ‘good’ SMART outcomes.

|  |
| --- |
| **Writing ‘good’ outcomes**1. **Know what is important *to* the CYP and what they want to achieve *(Section A - Aspirations)***

*Example:** Becky in Reception is ‘a bit sad’ (her words) as she wants to have friends and be able to play with them.

**+**1. **Know what parents and others think is important *for* theCYP and what is in their best interests *(Section A. Aspirations)***

*Example:** Becky’s parents want her to be happy and have friends and learn at school.

**+**1. **The results of assessments and professional information (indicating gaps/potential barriers). *(Sections B,C,D. Needs)***

*Example:** School staff note Becky is withdrawn and alone at breaks. She finds it difficult to communicate with the other children in her class. SALT reports indicate expressive and receptive language at 5th and 10th percentile.

**SMART OUTCOME***Example:** By the end of Year 3, Becky’s speech language and communication skills will be at, or close to, the levels expected for a child of her age and ability so that she will be able to chat with other children and join in games with them.
 |

1. Further advice on assessments for an EHC plan can be found in the NatSIP resource: Better Assessments, Better Plans, Better Outcomes, available to download (once logged into the NatSIP website) from: [www.natsip.org.uk/index.php/natsip-documents/natsip-documents/better-assessments-including-model-ehc-plans](http://www.natsip.org.uk/index.php/natsip-documents/natsip-documents/better-assessments-including-model-ehc-plans) [↑](#footnote-ref-2)