

What to include in each section of the EHC plan

| Section | Information to include |
|--|--|
| <p>Section A: The views, interests and aspirations of the child and his or her parents or the young person.</p> | <ul style="list-style-type: none"> • Details about the child or young person's aspirations and goals for the future (but not details of outcomes to be achieved – see section above on outcomes for guidance). When agreeing the aspirations, consideration should be given to the child or young person's aspirations for paid employment, independent living and community participation • Details about play, health, schooling, independence, friendships, further education and future plans including employment (where practical) • A summary of how to communicate with the child or young person and engage them in decision-making • The child or young person's history • If written in the first person, the plan should make clear whether the child or young person is being quoted directly, or if the views of parents or professionals are being represented |
| <p>Section B: The child or young person's special educational needs.</p> | <ul style="list-style-type: none"> • All of the child or young person'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 child or young person |
| <p>Section C: The child or young person's health needs which are related to their SEN.</p> | <ul style="list-style-type: none"> • The EHC plan must specify any health needs identified through the EHC needs assessment which relate to the child or young person's SEN. Some health care needs, such as routine dental health needs, are unlikely to be related • The Clinical Commissioning Group (CCG) may also choose to specify other health care needs which are not related to the child or young person's SEN (for example, a long-term condition which might need management in a special educational setting) |
| <p>Section D: The child or young person's social care needs which are related to their SEN or to a disability.</p> | <ul style="list-style-type: none"> • The EHC plan must specify any social care needs identified through the EHC needs assessment which relate to the child or young person's SEN or which require provision for a child or young person under 18 under section 2 of the Chronically Sick and Disabled Persons Act 1970 • The local authority may also choose to specify other social care needs which are not linked to the child or young person's SEN or to a disability. This could include reference to any child in need or child protection plan which a child may have relating to other family issues such as neglect. Such an approach |

| | |
|--|--|
| | <p>could help the child and their parents manage the different plans and bring greater co-ordination of services. Inclusion must only be with the consent of the child and their parents</p> |
|--|--|

| | |
|---|---|
| <p>Section E: The outcomes sought for the child or the young person. This should include outcomes for adult life. The EHC plan should also identify the arrangements for the setting of shorter term targets by the early years provider, school, college or other education or training provider.</p> | <ul style="list-style-type: none"> • A range of outcomes over varying timescales, covering education, health and care as appropriate but recognising that it is the education and training outcomes only that will help determine when a plan is ceased for young people aged over 18. Therefore, for young people aged over 17, the EHC plan should identify clearly which outcomes are education and training outcomes. See paragraph 9.64 onwards for more detail on outcomes • A clear distinction between outcomes and provision. The provision should help the child or young person achieve an outcome, it is not an outcome in itself • Steps towards meeting the outcomes • The arrangements for monitoring progress, including review and transition review arrangements and the arrangements for setting and monitoring shorter term targets by the early years provider, school, college or other education or training provider • Forward plans for key changes in a child or young person's life, such as changing schools, moving from children's to adult care and/or from paediatric services to adult health, or moving on from further education to adulthood • For children and young people preparing for the transition to adulthood, the outcomes that will prepare them well for adulthood and are clearly linked to the achievement of the aspirations in section A |
| <p>Section F: The special educational provision required by the child or the young person.</p> | <ul style="list-style-type: none"> • Provision must be detailed and specific and should normally be quantified, for example, in terms of the type, hours and frequency of support and level of expertise, including where this support is secured through a Personal Budget • Provision must be specified for each and every need specified in section B. It should be clear how the provision will support achievement of the outcomes • Where health or social care provision educates or trains a child or young person, it must appear in this section • There should be clarity as to how advice and information gathered has informed the provision specified. Where the local authority has departed from that advice, they should say so and give reasons for it • In some cases, flexibility will be required to meet the changing needs of the child or young person including flexibility in the use of a Personal Budget • The plan should specify - <ul style="list-style-type: none"> ○ any appropriate facilities and equipment, staffing arrangements and curriculum ○ any appropriate modifications to the application of the National Curriculum, where relevant |

| | |
|--|---|
| | <ul style="list-style-type: none"> ○ any appropriate exclusions from the application of the National Curriculum or the course being studied in a post-16 setting, in detail, and the provision which it is proposed to substitute for any such exclusions in order to maintain a balanced and broadly based curriculum ○ where residential accommodation is appropriate, that fact ○ where there is a Personal Budget, the outcomes to which it is intended to contribute (detail of the arrangements for a Personal Budget, including any direct payment, must be included in the plan and these should be set out in section J) |
| <p>Section G: Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN. Where an Individual Health Care Plan is made for them, that plan should be included.</p> | <ul style="list-style-type: none"> ● Provision should be detailed and specific and should normally be quantified, for example, in terms of the type of support and who will provide it ● It should be clear how the provision will support achievement of the outcomes, including the health needs to be met and the outcomes to be achieved through provision secured through a personal (health) budget ● Clarity as to how advice and information gathered has informed the provision specified ● Health care provision reasonably required may include specialist support and therapies, such as medical treatments and delivery of medications, occupational therapy and physiotherapy, a range of nursing support, specialist equipment, wheelchairs and continence supplies. It could include highly specialist services needed by only a small number of children which are commissioned centrally by NHS England (for example therapeutic provision for young offenders in the secure estate) ● The local authority and CCG may also choose to specify other health care provision reasonably required by the child or young person, which is not linked to their learning difficulties or disabilities, but which should sensibly be coordinated with other services in the plan |
| <p>Section H1: Any social care provision which must be made for a child or young person under 18 resulting from section 2 of the Chronically Sick</p> | <ul style="list-style-type: none"> ● Provision should be detailed and specific and should normally be quantified, for example, in terms of the type of support and who will provide it (including where this is to be secured through a social care direct payment) ● It should be clear how the provision will support achievement of the outcomes, including any provision secured through a Personal Budget. There should be clarity as to how advice and information gathered has informed the provision specified |

| | |
|---|---|
| <p>and Disabled Persons Act 1970.</p> | <ul style="list-style-type: none"> • Section H1 of the EHC plan must specify all services assessed as being needed for a disabled child or young person under 18, under section 2 of the CSDPA. These services include - <ul style="list-style-type: none"> ○ practical assistance in the home or provision or assistance in obtaining 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 or assistance in obtaining a telephone and any special equipment necessary ○ non-residential short breaks (included in Section H1 on the basis that the child as well as his or her parent will benefit from the short break) • This may include services to be provided for parent carers of disabled children, including following an assessment of their needs under sections 17ZD-17ZF of the Children Act 1989 |
| <p>Section H2: Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN. This will include any adult social care provision being provided to meet a young person's eligible needs (through a statutory care and support plan) under the Care Act 2014.</p> | <ul style="list-style-type: none"> • Social care provision reasonably required may include provision identified through early help and children in need assessments and safeguarding assessments for children. Section H2 must only include services which are not provided under Section 2 of the CSDPA. For children and young people under 18 this includes residential short breaks and services provided to children arising from their SEN but unrelated to a disability. This should include any provision secured through a social care direct payment. See chapter 10 for more information on children's social care assessments • Social care provision reasonably required will include any adult social care provision to meet eligible needs for young people over 18 (set out in an adult care and support plan) under the Care Act 2014 • The local authority may also choose to specify in section H2 other social care provision reasonably required by the child or young person, which is not linked to their learning difficulties or disabilities. This will enable the local authority to include in the EHC plan social care provision such as child in need or child protection plans, or provision meeting eligible needs set out in an adult care plan where it is unrelated to the SEN but appropriate to include in the EHC plan |
| <p>Section I:</p> | <ul style="list-style-type: none"> • The name and type of the school, maintained nursery school, post-16 institution or other institution to be |

| | |
|--|---|
| <p>The name and type of the school, maintained nursery school, post-16 institution or other institution to be attended by the child or young person and the type of that institution (or, where the name of a school or other institution is not specified in the EHC plan, the type of school or other institution to be attended by the child or young person).</p> | <p>attended by the child or young person and the type of that institution (or, where the name of a school or other institution is not specified in the EHC plan, the type of school or other institution to be attended by the child or young person)</p> <ul style="list-style-type: none"> • These details must be included only in the final EHC plan, not the draft EHC plan sent to the child’s parent or to the young person |
| <p>Section J: Where there is a Personal Budget, the details of how the Personal Budget will support particular outcomes, the provision it will be used for including any flexibility in its usage and the arrangements for any direct payments for education, health and social care. The special educational needs and outcomes that are to be met by any direct payment must be specified.</p> | <ul style="list-style-type: none"> • This section should provide detailed information on any Personal Budget that will be used to secure provision in the EHC plan • It should set out the arrangements in relation to direct payments as required by education, health and social care regulations • The special educational needs and outcomes that are to be met by any direct payment must be specified |
| <p>Section K: The advice and information gathered during the EHC needs assessment must</p> | <ul style="list-style-type: none"> • The advice and information gathered during the EHC needs assessment must be set out in appendices to the EHC plan. There should be a list of this advice and information |

| | |
|--|--|
| <p>be attached (in appendices). There should be a list of this advice and information.</p> | |
|--|--|