

# Education, Health, and Care Plan Good Standards - At a Glance



This document has been created so that you can see what a good EHCP looks like. It is part of Hertfordshire's improvement journey in enhancing the quality of EHCPs and draws upon good quality practice. It is intended to offer an overview of the information to be included in an EHCP.

It should be noted that this document is not legal guidance, and you should therefore take your own advice if there is anything that you are unsure of.

This document will be reviewed and updated in-line with any changes to case law and legislation.

We are committed to improving the quality of EHCPs, which means that EHCPs are likely to change over time. A child's plan may start to look different from previous versions as we make changes to ensure it's of better quality. Every child and young person is unique and whilst the document provides basic good practice principles, not all circumstances will be covered in depth and there will be nuances within EHCPs and the information included.

# Education, Health, and Care Plan

## Section A – At a Glance



Section A is all about the child/young person's aspirations (what your child/young person wants to achieve e.g., becoming a ballerina, having a big house, going swimming).

Where possible this section should include your child/young person's direct views i.e. in their own words or based from observations on what they like.

The EHCP can include an image of your child/young person or a picture that best represents them if you so wish.

Where achievable, your child/young person should be included in what is written about them.

Section A should share;

- your child/young person's recent experiences
- Important history.
- Section A should give a complete picture of who your child/young person is. It should be balanced and include positives, as well as any key challenges.

Section A should explain how to communicate with your child/young person and involve them in decisions.

Section A should include information about;

- Your child/young person's play
- What they enjoy doing
- Health
- Schooling
- Independence
- Friendships
- Further education
- Future plans (like jobs).

It should also include your own hopes for your child/young person (e.g., making friends, learning skills for adulthood).

# Education, Health, and Care Plan

## Section B – At a Glance



Section B of an EHCP should clearly list your child/young person's special educational needs or disabilities in four main areas:

1. **Cognition and Learning:** How they learn and process information
2. **Communication and Interaction:** How they communicate and interact with others
3. **Social, Emotional and Mental Health:** Their emotional well-being and mental health
4. **Sensory and Physical:** Their physical abilities and sensory experiences (including those with visual/auditory difficulties)

If your child/young person is in Year 9 or above, and where appropriate, their needs will be listed in the 'Preparing for Adulthood' headings instead.

1. **Further or higher education and/or employment:** What skills and learning development is needed to move into work or next steps in education.
2. **Independence and independent living:** Their ability to manage their personal care skills, the steps of focus for them to be independent.
3. **Community and friendships:** How they progress skills in developing a range of relationships and their ability to engage with their community
4. **Maintaining good health:** Their ability to manage or be aware of their health needs and awareness of being healthy

This section should clearly explain how each need affects your child/young person's daily life. For example, if your child/young person has difficulties with coordination, describe how this impacts their activities, like struggling with certain tasks. Where there is cross-over in needs, the needs will be detailed in the most relevant heading.

This section also includes your child/young person's strengths—things they do well or have achieved. This gives a complete picture of your child/young person.

If your child/young person has health or social care needs that educates or trains, (like certain types of therapy support), this should also be included in Section B.

Remember this section is all about needs and strengths. Needs are what the young person struggles with/what their difficulties are. Strengths are things that the young person can do well/has achieved. The section should not describe what 'needs to happen' as this is provision and belongs in Section F.

# Education, Health, and Care Plan

## Section C – At a Glance



Section C should list any health needs related to your child/young person's SEND that have come from a health professional. The section should explain how these health conditions affect your child/young person's daily life.

For example, if your child/young person has feeding difficulties, this section should explain the impact e.g. that they become lethargic.

Section C can also include other health needs like allergies, asthma and physical impact conditions might have, reported from a health professional.

If your child/young person has an individual health care plan, such as;

- Anaphylaxis Plan
- Asthma Management Plan
- In-Setting Care Plan

This should be added to the EHCP as an appendix.

# Education, Health, and Care Plan

## Section D – At a Glance



Section D should list any social care needs, reported or identified by a social care professional, related to your child/young person's SEND.

It can also include other social care needs not linked to SEND, like information from a social care plan.

Including all relevant social care needs ensures your child/young person receives the appropriate support. This helps create a comprehensive plan tailored to their unique needs.

This section should describe how the social care needs affect your child/young person's daily life.

If your child/young person has a social care plan, such as;

- Child In Need Plan
- Child Looked After Plan

This can be added to the EHCP as an appendix with your permission.

Not every child/young person needs this input.

# Education, Health, and Care Plan

## Section E – At a Glance



Outcomes in Section E should be based on your child/young person's aspirations from Section A and be personalised to what they want to achieve, including both what your child/young person wants and what others think is important for them.

Outcomes should cover all areas of need from Section B, C and D, and plan for key life changes. They should include smaller steps to track progress towards long-term goals.

Outcomes should be **SMART**:

- ❖ **Specific and Measurable:** Clear enough to track progress
- ❖ **Achievable:** For the child/young person
- ❖ **Realistic/Relevant:** Targets needs highlighted in sections B, C and D and supports achievement of aspirations from Section A
- ❖ **Time-bound:** Have a deadline for achievement

Remember, outcomes can relate to education, health, and social care, but should clearly identify education and training outcomes.

Section E should also include how your child/young person's progress will be monitored and reviewed.

Outcomes should help your child/young person move towards long-term goals like community participation, health, higher education, employment and independent living.

# Education, Health, and Care Plan

## Section F – At a Glance



Section F should detail the special educational support (provision) your child/young person will receive. This support is different from or additional to what is ordinarily available to all children/young people with special educational needs and is designed to help your child/young person access education and a suitable curriculum.

For each need identified in Section B, Section F should:

- ❖ Specify what support is needed and what will be provided e.g. equipment, facilities, staff, etc.
- ❖ Identify who will provide the support
- ❖ State how often the support will be given
- ❖ Explain how the support will be reviewed

If your child/young person has a personal budget (see Section J), Section F should detail how this budget will help achieve specific outcomes.

Health and Social Care provision, which is deemed to educate and train, will be detailed in Section F (e.g. Occupational, Physio and/or Speech therapies)



# Education, Health, and Care Plan

## Section G – At a Glance



Section G should describe any health care support your child/young person needs as identified by health professionals.

This support should address all health needs identified in Section C and link to your child/young person's goals and aspirations, including those supported by a [Personal Health Budget](#).

Health care support might include:

- ❖ Medical treatments
- ❖ Oversight and delivery of medications
- ❖ Health-related therapies (Occupational, Physio, Speech- where this does not educate or train)
- ❖ Nursing support
- ❖ Specialist equipment (e.g., wheelchairs, other equipment used at home, continence supplies)

For each type of support, Section G should specify what will be provided and by whom.

If your child/young person has no health needs identified in Section C, this section will contain standardised wording to indicate that no specific and/or specialist health provision is required. There may also be some instances where provision to meet health needs is included in F instead of G, where the provision educates and trains.



# Education, Health, and Care Plan

## Section H1 - At a Glance



Section H should describe any social care support your child/young person needs as identified by social care professionals.

This support should address the needs mentioned in Section D and show how it helps your child/young person achieve their goals and aspirations.

Section H is divided into two parts: H1 and H2. It's important for professionals to ensure the right support is in the right part.

H1 will only list support for a child/young person under 18.

Section H1 of your child/young person's plan lists all the services they need under the law for disabled children/young people under 18, under [Section 2 of the Chronically Sick and Disabled Persons Act 1970 \(CSDPA\)](#).

These [services](#) can include:

- ❖ Help at home
- ❖ Access to recreational and educational activities
- ❖ Travel assistance
- ❖ Home adaptations
- ❖ Support during academic holidays
- ❖ Help with getting special equipment
- ❖ Formal respite for the child/young person and family

This section may also include support for parents of disabled children/young people.

This would normally follow a carers assessment.

If Section D is not required, this section will contain standardised not applicable wording. There may also be some instances where provision to social care needs is included in F instead of H, where the provision educates and trains.

# Education, Health, and Care Plan

## Section H2 - At a Glance



Section H should describe any social care support your child/young person needs as identified by social care professionals.

This support should address the needs mentioned in Section D and show how it helps your child/young person achieve their goals and aspirations.

Section H is divided into two parts: H1 and H2. It's important for professionals to ensure the right support is in the right part.

Section H2 of your child/young person's plan includes other social care support they need due to their learning difficulties or disabilities. This support can come from:

- ❖ Early help
- ❖ children/young people in need assessments
- ❖ Safeguarding assessments

Section H2 should only list services not covered by Section H1. For children/young people under 18, this can include residential short breaks and services related to their special educational needs (SEN) but not their disability. It also includes any support paid for through direct payments.

It can also list other social care support not linked to their learning difficulties or disabilities, like:

- ❖ child/young person in need plans
- ❖ child/young person protection plans
- ❖ Adult care plans

For young people over 18, Section H2 includes adult social care services needed under the Care Act 2014.

If Section D is not required, this section will contain standardised not applicable wording. There may also be some instances where provision to social care needs is included in F instead of H, where the provision educates and trains.

# Education, Health, and Care Plan

## Section I – At a Glance



Section I should include the name and type of school or setting your child/young person will attend.

If your child/young person is moving to a new school (e.g., from primary to secondary), this change must be clearly identified.

A setting won't be named in the draft plan as the consultation process isn't complete; all details should be included in the final plan.

Parents/carers or young people can request a specific type of school, college, or setting to be named in the EHC plan (parental preference/child or young person preference), including:

- ❖ Maintained nursery schools
- ❖ Maintained schools and any form of academy or free school (mainstream or special)
- ❖ Non-maintained special schools
- ❖ Further education or sixth form colleges
- ❖ Independent schools or independent specialist colleges (approved by the Secretary of State)

# Education, Health, and Care Plan

## Section J – At a Glance



Section J should include a summary of the child/young person's [Personal Budget](#) if this is applicable.

A Personal Budget is money from the Local Authority to help with special educational, health, or social care provision in an EHC plan. Parents or young people can ask for this budget when an EHC plan is confirmed or during an annual review meeting.

The budget can only be used for the support listed in sections F, G and H of the plan.

If used, the plan writer must clearly state this in Section J and explain how the money will be used, including if a parent or young person (16+) has requested the budget.

# Education, Health, and Care Plan

## Section K – At a Glance



Section K should include all the advice and information collected during the Education, Health, and Care Needs Assessment process, including the needs assessment request and evidence provided alongside it.

Copies of this advice and information should be attached to the EHC plan as appendices.

Parents/carers who are unhappy with the content of the EHCP can follow the guidance on next steps [here](#).