

ENSURING GOOD QUALITY EDUCATION, HEALTH AND CARE PLANS: Checklist

General quality standards developed by Peterborough EHC Plan exemplar working group. The Plan should:

- provide a picture of the child/young person’s story, needs, aspirations and outcomes that it is easy for someone who does not know the child/young person to make sense of
- content that is designed in a way that is accessible to the young person eg includes pictures/symbols as well as text
- demonstrate a clear “golden thread” through the Plan linking the assessment of needs to outcomes and proposed resources
- provide representation of the issues/needs of the child/young person from all agencies perspectives ensuring triangulation and collaborative planning
- be written in jargon free/acronym free language
- provide necessary but not lengthy information – succinct documentation and report writing
- ensure all sections required in order to comply with the Regulations are complete
- (an optional) appendix to provide a summary relevant to the young person of the key issues for their support/behaviour management/medical intervention – similar to the passport model used in the NHS or All About Me
- Include information that is meaningful, up to date and relevant

| Section | Notes | Complete Yes/No |
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| Personal details | | |
| | Ensure that this section is complete and up to date. If information is not known this should be first be checked with the relevant person and following that if not known, indicated as such Indicate which of the Code of Practice categories best describe the primary needs of the child/young person | |
| Section A - The views, interests and aspirations of the child and their parents, or of the young person (this section must specify who provided the information i.e. is it the young person’s/parents voice or a professional providing the information on their behalf). This should be updated as required, at every annual review. | | |
| (i) History | | |
| <ul style="list-style-type: none"> • <i>You (if young person) or your child’s journey so far</i> • <i>Gives the CYP’s brief history</i> | This should be relevant e.g a full developmental history may no longer be useful for an older young person This section may also include useful family information. E.g. – whether there is a family history of a learning or medical need. Family support network – where agreed with the parents/carers | |
| <ul style="list-style-type: none"> • <i>Things that s/he is interested in, enjoys doing</i> • <i>Includes comments about health, play, school,</i> | Doesn’t need to be very long but should say something about each of these areas Complete the sections – what is important to and what is important for you (if young person) or your child | |

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| <i>independence and friendships</i> | | |
| <ul style="list-style-type: none"> <i>Makes reference to further education and future plans including employment (if practical)</i> | This is particularly relevant for those in Year 9 and above but should also be included for young children if possible | |
| (ii) Aspirations | | |
| <ul style="list-style-type: none"> <i>What are your (if young person) or your child's dreams/aspirations and hopes or goals for the future</i> <i>Says what the CYP and their parents/ carers want for the future short term</i> | <p>The info provided here should be reflected throughout the plan. It's possible a young person and their parents may not agree – the section can include both sets of views Complete all sections including “people who are important to me”</p> <p>Future short term may be end of Key Stage or Phase of education</p> | |
| <ul style="list-style-type: none"> <i>Says what the CYP and their parents/ carers want for the future long term</i> | <p>The info provided here should be reflected throughout the plan. It's possible a young person and their parents may not agree – the section can include both sets of views Ensure clear representation of the child/young person's voice Future long term may be end of education</p> | |
| (iii) Communication | | |
| <ul style="list-style-type: none"> <i>States how the CYP communicates and how to communicate with them</i> | It is important that whatever is written here is then reflected throughout the plan e.g. in provision. | |
| <ul style="list-style-type: none"> <i>If not written in the first person, explains how views sought</i> | <p>Describe how the child/young person has participated in developing the plan Who obtained the views of the parents/carers? How were they obtained - best practice would be a meeting. Who obtained the views of the child/young person – how were they supported to be able to express a view whatever the level of their communication ability</p> | |
| Section B - The child or young person's special educational needs (SEN) | | |
| Only identify needs in the areas applicable – ensure strengths are also identified in these areas (these should be personalised and specific descriptions) | | |
| (i) Strengths | | |
| <ul style="list-style-type: none"> <i>Gives information about what the CYP can do which can be built on</i> | Provision should build on current strengths so it is important to include what the CYP can do well or is in the process of developing. | |

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| <ul style="list-style-type: none"> • <i>Notes current levels of attainment</i> | An overall understanding of the CYP's current functioning should include current attainment levels or the EY/P16 equivalent. Where relevant, other age related progress can be included such as self-help skills, independence. | |
| (ii) Needs | | |
| <ul style="list-style-type: none"> • <i>Sets out needs that are easy to identify</i> | The needs given should be those the plan is going to address. Inclusion of a long list, of which only some link to provision and outcomes, may make the plan over-complicated. Care should be taken not to confuse needs with provision. Each need should be numbered to ensure a link to outcomes and provision (F). Health and social care needs may be included under SEN if as a result of those needs there will be a requirement for support in order that the child/young person can access education or training. For example; speech difficulties that may require speech and language therapy, difficulties in holding and manipulating pencils/scissors that may require occupational therapy. | |
| <ul style="list-style-type: none"> • <i>Is clear about what needs to be addressed for the CYP</i> | A diagnosis doesn't constitute a need – say here what is going to be addressed through the plan e.g. if the CYP has an ASD diagnosis what element of that will be addressed through provision in F? | |
| <ul style="list-style-type: none"> • <i>Matches each need to provision in Section F</i> | Anyone reading the plan should be able to identify a clear link between Aspirations (A), Needs (B), Outcomes (E), and Provision (F) –this is the 'Golden Thread.' | |
| Section C - The child or young person's health needs which relate to their SEN | | |
| <ul style="list-style-type: none"> • <i>States clearly if there are no health needs</i> | It needs to be clear if there are no needs or none identified at this time. If there is reference to health needs elsewhere in the plan they must be noted here. | |
| (i) Strengths | | |
| <ul style="list-style-type: none"> • <i>Gives information about what the CYP can do which can be built on</i> | For example, in a need related to physical development it would be important to note what the CYP is able to do that can inform the provision required in Section G. | |
| (ii) Needs | | |
| <ul style="list-style-type: none"> • <i>States any health needs identified through the EHC needs assessment which relate to the CYP's SEN.</i> | This section must specify any health needs identified which relate to the young person's SEN. For example, a need for medication, mental health needs or a long-term condition such as asthma or tracheotomy that will require management in an educational setting. | |
| <ul style="list-style-type: none"> • <i>Gives information from the CCG about any other health care needs not related to the SEN</i> | | |
| <ul style="list-style-type: none"> • <i>Matches to provision in Section G</i> | Some plans have needs duplicated in B and C as requested by the CCG. This is not a problem but might make for a longer plan and could be confusing for parents/carers. | |

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| Section D - The child or young person's social care needs which relate to their SEN | | |
| <ul style="list-style-type: none"> States clearly if there are no social care needs | It needs to be clear if there are no needs or none identified at this time. If there is reference to Social Care needs elsewhere in the plan they must be noted here. | |
| (i) Strengths | | |
| <ul style="list-style-type: none"> Gives information about what the CYP can do which can be built on | If, for example, there are relationship issues, say what is working well or can be developed so that provision (H1 or H2) can be seen to be relevant and achievable. | |
| (ii) Needs | | |
| <ul style="list-style-type: none"> States any social care needs identified through the EHC needs assessment which are related to the child's SEN or require provision for a CYP under 18 under section 2 of the Chronically Sick and Disabled Person's Act 1970. | The needs should be concisely identified and relate to Sections A, E and provision. | |
| <ul style="list-style-type: none"> Gives other social care needs (specified by the LA) not linked to child's SEN or disability. n.b. Must have the consent of the child and their parents. | <p>If the child/young person is looked after their Personal Education Plan and/or Personal Health Plan outcomes may be included in this plan or the plans appended.</p> <p>If relevant and if the child/young person and parents agree, this section could refer to the outcomes in a child in need or child protection plan.</p> | |
| <ul style="list-style-type: none"> Matches needs to provision in Section H1 or H2 | | |
| Section E - The outcomes sought for the child or the young person (these should be personalised and specific descriptions) | | |
| (i) Outcomes - These should be SMART: specific, measureable, achievable, realistic and timebound. | | |
| <ul style="list-style-type: none"> Gives outcomes (not provision) over varying timescales covering education, health and social care | Outcomes describe what the CYP will be able to do that's different. Outcomes may reflect expectations at the end of a stage or phase of education. | |

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| <ul style="list-style-type: none"> • <i>If appropriate, forward plans for any change in a child or young person's life such as a change of school</i> | <p>If a young person is in Year 9 or above, outcomes must be provided that relate to the key areas for preparation for adulthood – employment, community involvement, health and independent living. These may also be addressed if relevant for younger age groups.</p> <p>For young people, over 17 years it must be clear which outcomes relate to education and/or training.</p> | |
| <ul style="list-style-type: none"> • <i>May Include steps towards meeting the outcomes</i> | <p>Short term outcomes could reflect expectations after a year and these may be achieved without the plan needing amending. It is expected that the educational setting will take responsibility for setting annual or termly targets in an individual education plan or equivalent, that will be monitored and review three times a year. Where short term outcomes are achieved, new ones will be set as part of the review process.</p> | |
| <ul style="list-style-type: none"> • <i>Describes the monitoring and review arrangements</i> | <p>This is likely to reflect practice in the educational setting or establishment for individual outcomes.</p> <p>n.b The Plan must also specify the arrangements for the total review on at least an annual basis – identify a date by which it should have been reviewed and who will coordinate the review.</p> | |
| <p>Section F - The special educational provision required by the child or the young person</p> | | |
| <p>(i) Provision</p> | | |
| <ul style="list-style-type: none"> • <i>Sets out provision clearly for each need identified in Section B</i> | <p>It is important that provision links back to aspirations (A), Needs (B) and Outcomes (E) using the number reference.</p> <p>Other areas to be included as appropriate:</p> <ul style="list-style-type: none"> ▪ Facilities and equipment, staffing arrangements and curriculum ▪ Modifications to or exclusions from the National Curriculum ▪ Outcomes that will be met by a personal budget (if that has been requested) ▪ If the young person is in Year 9 or beyond, the provision required to assist in preparing for adult life and independent living ▪ Residential accommodation | |
| <ul style="list-style-type: none"> • <i>Normally quantifies provision (how much of it and how often)</i> | <p>This might reflect attendance in a small group e.g. literacy 3xpw for 20 mins in a group of 6 with a TA. It could also reflect 1:1 sessions, specifying for how long and what purpose, bought in provision or off site provision. In each case it should be quantified and say the level of expertise of the provider.</p> | |
| <ul style="list-style-type: none"> • <i>States who will provide what</i> | <p>Information about the provider should be specific e.g. a teaching assistant/a speech and language therapist/ a teacher/ an advisory teacher. In some cases providers may be parents or other non-statutory agencies. Where</p> | |

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| | this is the case the LA may add an additional section to the plan to record the information. (L for example) | |
| <ul style="list-style-type: none"> Identifies facilities, equipment, staffing and curriculum arrangements | | |
| <ul style="list-style-type: none"> Is clear how provision will enable outcome delivery | Make sure there is a clear link with Section E | |
| <ul style="list-style-type: none"> Includes provision where health or social care educates or trains a CYP | Where health or social care provision educates or trains a child/young person it must appear in this section. Consider whether the child/young person would be able to access education or training if the provision were not delivered. If the answer is “no” then it should be included as SEN provision. | |
| <ul style="list-style-type: none"> Shows how information gathered has informed provision | Ensure there is a clear link to Sections A and B. | |
| Section G - Any health provision reasonably required by the learning difficulties or disabilities which result in the CYP having SEN | | |
| (i) Provision | | |
| <ul style="list-style-type: none"> States provision which is detailed and specific and normally quantified. | This should include what, how much and who will provide it. | |
| <ul style="list-style-type: none"> Is clear how it will support the achievement of outcomes (Section E), including the health needs to be met (Section C) and the outcomes to be achieved through provision secured through a personal (health) budget, if appropriate | | |
| <ul style="list-style-type: none"> May include specialist support and therapies, including medical treatments and delivery of medications, nursing support, specialist equipment and continence supplies. | <p>Examples of possible health provision include:</p> <ul style="list-style-type: none"> Medical treatments and delivery of medications Occupational and physiotherapy Nursing support Specialist equipment – including wheelchairs and continence supplies Specialist therapeutic services | |

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| | <ul style="list-style-type: none"> ▪ It could include highly specialist services needed only by a small number of CYP which are commissioned centrally by NHS England e.g. therapeutic provision for young offenders. <p>Parents of children/young people with very severe and complex health needs may be in receipt of or able to request Continuing Health Care. Details could be included in this section if relevant.</p> | |
| <ul style="list-style-type: none"> • <i>May specify other health care provision reasonably required by the child or young person which is not linked to their learning difficulties or disabilities (The LA and CCG may choose to add this)</i> | | |
| 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 1970 (CSDPA) | | |
| (i) Provision | | |
| <ul style="list-style-type: none"> • <i>Sets out provision that is detailed, specific and should normally be quantified</i> | | |
| <ul style="list-style-type: none"> • <i>Specifies provision for every need specified where these are relevant to H1</i> | | |
| <ul style="list-style-type: none"> • <i>Must be clear how the provision will support the achievement of outcomes (Section E).</i> | | |
| <ul style="list-style-type: none"> • <i>Outline all of the services assessed (by social care) as being needed under the CSDA 1970. i.e. services that are required as a result of an assessed disability</i> | <p>In terms of support and who will provide it the plan needs to detail where this is to be secured from. Section H1 must outline all of the services assessed (by social care) as being needed under the CSDA 1970. i.e. services that are required as a result of an assessed disability. These may include:</p> <p>Provision:</p> <ul style="list-style-type: none"> • blue badge | |

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| | <ul style="list-style-type: none"> • Disability Living allowance to support with transport. • Play services with 1:1 support. • Referral to Occupational Therapist to assess for housing adaptations/specialist equipment. • charity applications for holidays or specialist items • Practical assistance and/or adaptations in the home • Assistance in travelling to facilities • Provision or assistance in obtaining recreational and educational facilities at home and outside the home • Enabling the taking of holidays • Provision of meals at home or elsewhere • Assistance in obtaining specialist equipment • Non – residential short breaks | |
| 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 | | |
| <ul style="list-style-type: none"> • <i>Sets out provision which is detailed and specific and should normally be quantified.</i> | If the child/young person is looked after their Personal Education Plan and/or Personal Health Plan outcomes may be included in this plan or the plans appended. The outcomes specified should be the same. This section may include outcomes/targets and provision agreed in Care plans relevant to the needs described in section D. | |
| <ul style="list-style-type: none"> • <i>Specifies provision for every need specified where these are relevant to H2</i> | | |
| <ul style="list-style-type: none"> • <i>Includes services to be provided for the parent carers of disabled children, following an assessment of their needs under sections 17ZD-17ZF of the Children Act 1989.</i> | <p>In terms of support and who will provide it this section needs to include details of where services will be secured from.</p> <ul style="list-style-type: none"> • It is important to note, while there has to be a discrete focus on the needs of the carer the outcome of this assessment should be integrated with the broader assessment of the disabled child and family. Carers’ assessments should not be conducted in isolation. In other words, parent/carers needs are part of the overall Child and Family assessment and any services offered to children automatically give that parent a break (and therefore, a service). • This is different in adult services (over 18 years) where we automatically offer a stand alone carers assessment (under the Care Act 2014) to all carers and they may receive a service in their own right – although an integrated family assessment is encouraged | |
| <ul style="list-style-type: none"> • <i>Is clear how the provision will</i> | | |

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| <i>support the achievement of outcomes</i> | | |
| Section I: Placement | | |
| <ul style="list-style-type: none"> <i>Contains name and type of setting – ONLY to be completed by the local authority on issue of the final Plan</i> | <p>Gives the name <i>and</i> type of school, maintained nursery school, P16 institution or other institution to be attended by the CYP.</p> <p>Where the name is not known – gives the type of school or other institution.</p> | |
| Section J - Personal Budget (including arrangements for direct payments) | | |
| <ul style="list-style-type: none"> <i>Is clear about whether or not a personal budget has been requested</i> | <p>Ensure that this is completed</p> <p>If a personal budget has been requested – then ensure the table is completed as described</p> | |
| <ul style="list-style-type: none"> <i>Shows the amount allocated</i> | n.b. Some, or all elements of a personal budget may be referred to as a direct payment | |
| <ul style="list-style-type: none"> <i>Sets out the details of how the personal budget will support particular outcomes</i> | <p>This must be clear for each outcome. Say what the money is to buy and how it will go towards delivering the targeted outcome.</p> <p>In setting out the outcomes there will also need to be reference to the provision it is funding.</p> | |
| <ul style="list-style-type: none"> <i>Gives the details for monitoring and reviewing where there is a personal budget and/or direct payment for education, health and social care.</i> | <p>n.b. A direct payment cannot be used by a LA to fund a school place or P16 institution.</p> <p>Funding must be set at a level to secure the agreed provision in the EHCP and meet health needs agreed in the Personal Health care Plan.</p> | |
| Section K: Advice and Information | | |
| <ul style="list-style-type: none"> <i>Lists the required advice and information</i> | Lists the advice and information gathered and which appears in the appendices. Must be clearly labelled | |
| Arrangements for review | | |
| <ul style="list-style-type: none"> <i>Identifies the date for review of the plan and who will coordinate</i> | This must be within one year of the issue of the first Plan and then within one year of the previous annual review | |
| Ensure the plan is signed and dated by the designated SEN officer and parent or young person | | |

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| Section L | | |
| <ul style="list-style-type: none"> <i>This is not a statutory section of the plan but must be used to record the review of the EHC Plan</i> | See annual review guidance for further information on completing this section. | |