



WIAS

Wolverhampton Information, Advice and Support Service

Checking a Draft Education, Health and Care plan (EHCP) guide for parents and carers

A draft EHCP is issued when a local authority decides that an EHCP is necessary following an Education, Health and Care needs assessment. Throughout the process and until the final EHCP is issued the Special Educational Needs Statutory Assessment and Review Team (SENSTART) will work closely with you and your child to make sure your views, wishes and feelings are included. You will be sent an electronic copy of the draft EHCP and the reports from professionals. You can request paper copies.

You can find out more about the assessment process in our EHCP booklet

<https://wolvesiass.org/assets/downloads/factsheets-leaflets/EHCP%20Booklet.pdf>

The draft EHCP is based on the advice and information gathered during the assessment which will be listed in Section K in the draft EHCP. These reports should have been shared with you prior to this stage.

You must be given at least 15 days to give your views and make comments on the content. You can contact the SEND Officer who produced the draft EHCP if you wish to discuss anything.

What are the key things to look for?

The Education, Health and Care needs assessment process should be a person-centred approach to support a child or young person's aspirations (what it is they want for the future); how they are going to achieve it; what support will be available and what that will look like.

The aspirations identified through the assessment process form the outcomes in the EHCP. It should be clear how the support from education, health and social care, where appropriate, will support the achievement of the outcomes and help prepare the child or young person for adulthood.

Section A may contain brief information about your child's history, their health, play, school, independence and friendships. There may be something included here about work or education that they would like to do in the future. Many of Wolverhampton local authority's EHCPs include a One Page Profile. This is a unique and individual page to tell people all about your child's interests and needs.

Section B should include:

- what they are good at and any achievements
- their personal strengths, skills and qualities
- their academic level or level of independence
- their special educational needs

These are usually split into four broad areas of need and your child may have needs in one, some or all areas.

FACTSHEET

Communication and Interaction may include difficulty with:

- producing or responding to expressive or receptive language
- uttering speech sounds or have a speech delay
- processing and identifying speech sounds and complex language
- understanding age-related social conventions of interaction, such as turn-taking during conversations or appropriate level of physical contact during play

Cognition and Learning may include:

- difficulty in understanding parts of the curriculum
- difficulty with organisation and memory skills
- or a specific difficulty affecting one particular part of their learning such as in reading, writing or numeracy

Social Emotional Mental Health may include:

- difficulty in managing their relationships with other people
- behaving in ways that may hinder their learning or that have an impact on their health and wellbeing
- difficulty in accessing their learning environment

This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) and attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

Sensory and physical needs may include:

- physical disability
- visual and hearing impairment
- sensory processing which affects how the brain processes sensory information e.g. poor posture, uncoordinated movements, overly sensitive or under responsive to touch, movement, sights or sounds

It is really important that every special educational need is listed and clearly described in Section B of the draft EHCP so that you can easily check that there is provision there to meet each need in Section F.

A primary area of need may be identified in the draft EHCP.

Health needs in **Section C** should be kept as simple as possible so it can be understood by a non-specialist. A diagnostic label does not describe need. There should be a focus on practical implications of any health condition, impairment or diagnosis.

Example: “Jay has a diagnosis of autism spectrum condition, and related anxiety disorder. He experiences persistent and severe levels of anxiety. He has particular difficulty managing daily tasks and experiences distress related to these tasks. Jay often experiences acute anxiety attacks. These can prevent Jay from attending school or undertaking activities outside the home as a result.”



Information on social care in **Section D** can come from a range of professionals and does not mean there has to be an allocated social worker.

Example: “Jay finds social situations difficult, particularly with children his own age. He attends a local drama group which provides him with a structured approach to social situations outside of school. His anxiety of using public transport prevents from attending more often”.

Outcomes in **Section E** should follow the aspirations in Section A and wherever possible jointly across education, health and social care.

Example: “Jay has at least two friends whom he sees outside of school times, and Jay reports being more confident in developing and maintaining friendships”.

Sections F, G, H1 and H2 provide details of the support, strategies and resources required to meet needs. They cover special educational provision (Section F), health provision (Section G) and social care provision (Section H1 and H2). Social Care provision in H1 may include support at home, for example with personal care or eating; support to access the community such as after school clubs or play schemes; assistance with travel to access the community; help with adaptations to the home or equipment. Any additional support reasonably required such as support for short breaks outside of the family home usually overnight will be in H2. They should be specific and quantified. This means they should set out exactly what is going to happen, who is going to do it, how often, any skills and training required and how it will be monitored and reviewed.

There should be provision for each identified need.

Section I will be blank in a draft EHCP. You will be asked to give your choice of preferred school, college or setting, or you can ask for a type of setting e.g., special school, mainstream school. You can choose the current setting or you may wish to request a change. More information can be found in our “Choosing a School” factsheet.

This is also the stage where you have the opportunity to discuss a Personal Budget. See our Personal Budget factsheet for more information.

Section K will list the people who have contributed to the assessment, how and when they contributed. It is important that you receive all the reports listed in Section K in order for you to check the draft EHCP.

Please contact us if you require further information, advice or support.

Telephone: **01902 556945**

Email: ias.service@wolverhampton.gov.uk

Complete our contact form at: <https://wolvesias.org/contact-us/index.html>