



## EDUCATION, HEALTH AND CARE PLANS (EHCPs) AND LOOKING THROUGH A DRAFT PLAN



# EDUCATION, HEALTH AND CARE PLANS AND LOOKING THROUGH A DRAFT PLAN

## PART ONE

### How to look through one and give your views

This information sheet will explain what an EHC plan is, how to look through one, some of your rights and where you can get more information and help.

The information on this sheet is taken from the [SEND Code of Practice 2015](#):

It would be helpful to read the following WIASS Information Sheets alongside this one for further information at: [wiass.org.uk](http://wiass.org.uk)

- Education, Health and Care needs Assessments
- Annual Review of an Education, Health and Care (EHC) Plan
- Right of Appeal to SENDIST

### ■ What is an Education, Health Care (EHC) plan?

An EHC Plan is for children and young people (aged 0-25) who need more support than is available through the funding available for SEN Support at their nursery, school, or college. An EHC plan is a legal document that describes your child's or young person's

- Special Educational, Health and Social Care needs,
- Provisions (extra or different type of help) they will need to meet these needs

The hope is that an EHC plan will provide your child or young person with the outcomes (steps) needed to reach their aspirations (goals in life). The focus is very much on what is important for your child or young person and what they want to achieve now and in the future.



### ■ Why is an EHC plan written?

An EHC plan can only be issued after an EHC Needs Assessment (EHC NA) is carried out by the Local Authority (LA). This means the LA has decided after looking through all the information and advice collected during the EHC Needs Assessment, that your child or young person needs special educational provision to be made through an EHC plan

**For more information about EHC Needs Assessment please read the our Information sheet on 'EHC Needs Assessments'.**

**Useful Information:** An EHC plan can include health or social care needs however your child or young person will not get a plan if they **only** have these needs which do not impact their education: for example, taking part in lessons and/or the full school day (lunch time, play/break times and assemblies).

An EHC plan can be issued if your child or young person is between the ages of 0 and 25 years and they are attending an education or training setting (depending on their age). However this does not include a University setting, instead your young person can check to see if they are eligible for a **Disabled Students Allowance**, to support them at university, by following [this link](#).

### Writing the EHC plan

The LA writes and issues an EHC plan. All the information in the plan is taken from all the information and advice (professional reports, your child's or young person's & your views) collected during the EHC Needs Assessment.

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## ■ Reviewing an EHC plan

Once a final EHC plan is in place, it will be reviewed at least **every year (12 months)** and for children under five, these **should** be held between **three to six months**.

The purpose of an Annual Review is to

- Review your child's or young person's progress towards the outcomes written in their EHC plan
- Make sure that the EHC Plan is up to date (all the information in the plan is correct)
- Help them to meet their outcomes

**For more information about Annual Reviews, please read our Information Sheet on 'Annual Reviews of EHC plans'.**

## ■ How long does the EHC plan last and when can it stop?

The EHC plan can remain in place until your child or young person leaves their education/training setting, or the LA decides that your child or young person no longer needs the EHC plan to provide them with the support in their education or training setting.

### **Other reasons:**

- They go to university (studying a HE courses, i.e. a degree)
- They get a job
- They no longer want the EHC plan (if they are 16 or over)

### **Moving to a new LA (Transfer of an EHC plan):**

If you move to another LA, the plan will be transferred to this LA and reviewed. There are steps that the old and new LA **must** follow to make this happen.

For more information about transfer of an EHC plan, please read: **SEND Code of Practice 2015' Paragraphs 9.157 - 9.162, pages 192-193.**

## ■ Key Principles and Requirements when writing the EHC plan

- Decisions about the content of EHC plans **should** be made openly and together with you and your child or young person.
- It **should** be clear on how your child or young person has given their views, wishes and feelings for the plan and how these are included in the EHC plan.
- EHC plans **should** describe positively what your child or young person can do and has achieved (In Wandsworth this part of the EHC plan is called "Strengths.")
- EHC plans **should** be clear, short, understandable to you, your child or young person, education/training setting, staff and professionals.
- In preparing the EHC plan the LA **must** consider how best to achieve the outcomes sought for your child or young person, with the evidence received as part of the EHC needs assessment.
- EHC plans **must** specify the outcomes sought for your child or young person. Outcomes in EHC plans **should** be SMART (specific, measurable, achievable, realistic, time-bound).
- Where your child, young person or you are seeking an innovative or alternative way to receive their support – particularly through a Personal Budget, but not exclusively so – then the planning process **should** include the consideration of those solutions with support and advice available to assist you and your child or young person in deciding how best to receive the support.
- EHC plans **should** show how education, health and care provision will be co-ordinated wherever possible to support your child or young person to achieve their outcomes. The plan **should** also show how the different types of provision contribute to specific outcomes.
- EHC plans **should** be forward looking – for example, anticipating, planning, and commissioning for important transition points in your child's or young person's life, including planning and preparing for their transition to adult life.



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## ■ What information **should** and **must** be in an EHC plan ?

There is no national standard format for an EHC plan. However, legally it must have **12 Sections** (parts) that are clearly labelled.

**Useful Information:** It can help to understand that there are **three sections on needs** (i.e. your child's or young person's difficulties) **that are matched by a provision** (the help/support your child or young person will get) to meet those needs:

- 'Section B: Special educational needs' are met by 'Section F: special educational provision(help/support)'
- 'Section C: Health care needs' are met by 'Section G: health care provision'
- 'Section D: Social care needs' are met by 'Section H: social care provision'

### The sections in an EHC plan:

#### **Section A: The views, interests and aspirations of your child or young person and you**

This **should** be written by you and your child or young person. Your child or young person and you can ask for support to write this section.

Please see the link below for an example of the WIASS templates for completing Section A.

[There is a separate template for you and one for your child or young person:](#)

#### **Section B: Special educational needs (SEN).**

This will have all the information on your child's or young person's special educational needs collected during the EHC NA. These **must** be specific.

##### **For example:**

Sam finds it difficult to spell c-v-c words,( for example, cat, dog), independently.

Lia finds it difficult to organise herself, arrives to all her classes late and it takes her a long time to settle, therefore missing the start of her lesson.

Jay's expressive(speaking) and receptive(understanding) language skills are delayed by two years therefore he finds it difficult to give his views during all small group and whole class discussions about any topic.

Please read our Information Sheet on 'Getting Extra Support for Children and Young People in an Education SEN Support Setting' for the definition of SEN.

#### **Section C: Health needs related to your child's or young person's SEN.**

This will have all the information on your child's or young person's health needs obtained during the EHC Needs Assessment. These **must** be specific.

##### **For example:**

Sam has a hearing loss that is moderate in both ears at mid to low frequencies and profound in both ears at high frequencies.

Jo experiences seizures related to her epilepsy at least once a week. Early signs of when this is going to happen include mild jerking of her legs, feelings of numbness or headaches. Following a seizure, she may appear confused and not remember what she learnt prior to the start of the seizure.

#### **Section D: Social care needs related to your child's or young person's SEN.**

This will have all the information on your child's or young person's social care needs obtained during the EHC Needs Assessment. These **must** be specific.

##### **For example:**

Lia finds it difficult to take part in social activities outside of school too (for example, taking part in clubs and making friends) because she finds it difficult to understand social cues. This results in her being socially isolated outside of school life.

Adam is 18 years old and at the early stage of developing his independence skills, for example, he does not know how to use public transport on his own and how to manage his money.

#### **Section E: Outcomes - how the extra or different types of help will benefit your child or young person.**

These **must** be SMART (specific, measurable, achievable, realistic, time-bound)

##### **For example:**

By the end of Key Stage 3 Lia will arrive on time for all her lessons.



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## Section F: Special educational provision (support).

This **must** contain all the provision for each SEN in Section B

### For example:

Sam will need daily phonic sessions for 15 minutes, to practice building up a bank of c-v-c words i.e., dog, cat, bat with a teaching assistant trained in the school's phonics scheme.

## Section G: Health provision

The support needed for each health need in Section C.

### For example:

Sam will have his hearing loss and aid monitored every three months by the audiology service. The hearing loss & aid review appointments will include:

- Hearing tests
- Test for middle ear infection
- Checks to ensure the hearing aids are fitted and working

## Section H1: Social care provision.

Any social care provision which **must** be made for your child in accordance with section 2 of the 'Chronically Sick and Disabled Persons Act 1970'.

### For example:

Jay will have a place reserved at a local specialist holiday scheme for children with ASD. He will attend up to 6 sessions during each school holidays. This will be funded by the Children's Social Care team

## Section H2: Social care provision

Any other social care provision reasonably required to help with the developmental and/or learning difficulty/disability which have resulted in your child having SEN. This will include any adult social care provision being provided to meet a young person's eligible needs under the Care Act 2014 (through a statutory care and support plan).

Social care provision could include support for independent living.

### For example:

Adam will identify two community activities per week that he wants to take part in outside of college. The adult



social care team will fund a support worker for 5 hours per week to support him use public transport to travel to these activities and budget for his lunch.

**Useful Information: Health or social care provision made wholly or mainly for the purposes of education or training must be treated as special educational provision.** For example, it has been established that since communication is a necessary skill to enable learning, speech and language therapy is generally considered as education provision and put in Section F.

## Section I: Placement

Type and name of education setting (nursery, school, college or training provider) this is only added in when the Final EHC plan is issued

## \*Section J: Personal Budget Arrangements

(See page 7 for information on this)

## Section K: Advice and information

A list of all the advice and information (reports from all the professionals and your's, your child or young person's views) gathered during the EHC Needs Assessment.

## When you receive an EHC plan:

When you receive the draft EHC plan it **must** include copies of all the advice and information (reports) collected during the EHC Needs Assessment.

The draft EHC plan is usually issued by **week 14** of when the initial EHC Needs Assessment Request was received however this is not a legal timescale.

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A draft EHC plan can only be issued after an EHC Needs Assessment or if your child or young person already has an EHC plan which has been updated after an Annual Review of the EHC plan or for another reason. In this instance it will be called a '**Proposed Amended EHC plan**'

**For more information on time scales regarding a Proposed Amended EHC plans, please read our Information Sheet on 'Annual Reviews of EHC plans'.**

## ■ What to do when you receive a draft EHC plan?

This is an opportunity for you to check whether the draft EHC plan contains everything it **should** and **must**.

You **must** receive a draft EHC plan with a letter that informs you, you have **15 calendar days** to:

- Make comments (representations) – about what is written in draft EHC plan (including requesting any amendments (changes) you want made.
- Request a meeting with the LA (usually your child's or young person's EHC Co-ordinator in the SEN team) to discuss the draft.
- Request that an education or training setting is named in the final EHC plan

A draft EHC plan **cannot include** the name of a nursery, school, college or other educational setting, or what type of placement (mainstream or special school) your child or young person **should** attend. This is because **only you or your young person have the right** to say which education setting you would prefer to be named in the EHC plan.

Once the LA receives your comments (representations) on the draft EHC plan, they will look at any amendments (changes) that you may ask for and will consult with the education/training setting you have requested (provided it's on the government approved list of schools and institutions).

If the LA agrees to make amendments, they **must** re-issue a draft plan and give you a further **fifteen calendar days** to comment before the **twenty weeks** deadline - when you **must** receive the final EHC plan.

The education/training setting that is being consulted **must** respond to the consultation within **15 calendar days**.

**Useful Information:** When a draft EHC plan is issued, this does not mean that your child or young person, will have to leave their current education setting. Most children or young people remain at their education/training setting, unless you ask for the LA to consult with another education setting and

the LA agrees to name it on the final EHC plan.

**Please see below for a summary of the Law which explains which education setting you can request to be named in your child's EHC plan.**

## Requesting an Education Setting to be named in Section I of the EHC plan

The **Law assumes all children and young people will be educated in a mainstream setting unless** you or your young person wants to attend a SEN education setting (special school/college), or the LA decides that it would not be reasonable for them to be educated in a mainstream setting.

You have the right to request the following types of education settings to be named in your child's or young person's EHC Plan:

- **A Maintained school or nursery** (mainstream or special school). These are schools that are funded by a LA.
- **An Academy or free school** (mainstream or special). These are schools that are funded by the Secretary of State (Government).
- **Further Education (FE) or Sixth Form college**
- **A Non-maintained special school.** These are charitable foundations and "not for profit" schools.
- **A Section 41 school or college.** These are independent schools or specialist colleges that have been approved by the Secretary of State (Government).

The LA **must** consult the above education settings if you ask them to and name one of the above settings - unless it can prove one of the following:

- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- The attendance of the child or young person there, would be incompatible with the efficient
  - a) education of others, or
  - b) use of resources (usually this means money)

**Useful Information:** You can ask the LA to consider (this is not a right) a request for an independent school or college that is not a non-maintained or Section 41. **If you request the LA to consult an independent school, please ensure you first have a confirmed offer of a place from this school/college.**

For a list of SEN or local accessible schools/colleges we have put together, please click on [this link](#) and click to Finding a school.

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## ■ \*Personal budgets

When a draft EHC plan is issued, then you or your young person have a right to request a Personal Budget.

Personal Budgets are an amount of money identified by the LA to deliver the provision in the EHC plan.

Personal budgets are optional so you do not have to have one, but if you do request one the LA **must** consider your request.

Details of the proposed personal budget (if requested and agreed by the LA) **should** be included in Section J of the draft plan.

The LA does not have to agree to a request for a Personal Budget. If they refuse, they **must** set out their reasons in writing and give you the right to request a formal review of their decision.

For more information about personal budgets please read: **SEND Code of Practice 2015' Paragraphs 9.95 -9.124 pages 178-184.**

## ■ Finalising the EHC plan

If you make any requests for changes to your child's or young person's draft plan and these are agreed by the LA, the final plan **should** be sent to you as quickly as possible. However, the final EHC plan **must** be issued and received by you within **twenty weeks** of when the LA received (logged) the request for an EHC NA assessment.

The final plan can only differ from the draft plan because of your request for changes, including a request for a personal budget and adding the name of the educational/training setting.

When a final EHC plan is issued, you or your young person has a right of appeal to the **the SEND tribunal (SENDIST)** if you do not agree with the following:

- Description of your child's or young person's special educational needs (Section B) and/or.
- Special educational provision (Section F) specified in the EHC plan; and/or
- Name/type of education setting/training in the EHC plan or the fact that no education setting/training is named
- You can also appeal sections C, D, G and H of the EHC plan that deal with health and social care if you are appealing Section B, F and/or I too.

**For more information about appealing, please read our Information sheet on the 'Right of Appeal to SENDIST'.**

You have **two months** from the date you received the letter accompanying the final EHC plan to lodge your appeal if you decide to.

**To read how Wandsworth issues a draft/proposed amended EHC plan for children/young people in Wandsworth and Out of Brough schools, please read Section 5, paragraphs 5.27 onwards and Section 6, paragraphs, 6.7 onwards in the Wandsworth (SEND Handbook): [send\\_handbook.pdf \(openobjects.com\)](https://www.wandsworth.gov.uk/media/1000000/send_handbook.pdf)**

## ■ Funding for an EHC plan

If your child or young person attends a mainstream school or college - some of the funding comes from the school's or college's budget. The LA usually tops this up from the **'high needs block'** (this is money the LA releases when an EHC plan is issued).

Special schools already have a set amount of funding for pupils already. This can also be topped up from the LA's "high needs block" if needed

For more information about schools and colleges and their funding please read the following paragraphs in the **'SEND Code of Practice 2015'**:

- **School's Funding: Paragraphs 6.95-6.99**
- **College (Further Education) Funding: 7.28-7.34**

## ■ Children and Young people in Youth Custody

If your child or young person is in youth custody and it seems like that they might need support from an EHC plan on their release, an EHC needs assessment can be started while they are in custody.

The LA **must not** cease (end) an EHC plan if your child or young person enters custody. They **must** keep it while they are detained and maintain and review it when they are released.

If your child or young person has an EHC plan before they go into custody or/and EHC plan is completed while they are in custody, then the LA **must** arrange appropriate special educational provision (Section F) and, if the plan specifies health care provision, this **must** be arranged too.

For more information about children and young people in Youth Custody please read: **The 'SEND Code of Practice 2015': Paragraphs 10.66 -10.88, pages 222-243.**

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## PART TWO

### Looking through the draft/proposed amended EHC plan

This part of the information sheet explains one way of checking a draft EHC plan and how to provide your representations (comments/views) on the content to your child's or young person's EHC Co-ordinator in the SEN team-Special Needs Assessment Section (SNAS) in Wandsworth.

#### ■ Why is it important to check through a draft/proposed amended EHC plan?

##### Key Principles and requirements when writing the EHC plan

As mentioned earlier in Part 1 of this sheet- one of the key principles the LA **must** follow when writing an EHC Plan, is that it **should be clear, short, understandable** to you, your child or young person, education/training staff and professionals.

Therefore, at this stage you are making sure that the EHC plan contains all the necessary information about your child or young person, including their needs and the support they require to meet their aspirations, by checking the following:

1. **Is everything in the right section?**
2. **Has anything been left out and/or is incorrect?**
3. **Is everything written about your child or young person clear for example, if someone who has never met them, read their plan, would know what their aspirations and needs are, and the support they require for each need to meet their outcomes?**

**Useful Information:** As mentioned earlier you have **fifteen calendar days** from when you receive the draft or proposed (this could be issued following an annual review of an EHC plan) EHC plan, to look through it and comment on it.

##### Before you start to read through the EHC Plan:

- Check that you have received with the draft/proposed amended EHC plan – all the advice and information (usually written as reports) collected from all the professionals during the EHC NA/Annual Review process.
  - **Section K** of the draft EHC plan **must** list all the advice

and information reports obtained for EHC Needs Assessment or during the annual review of an EHC plan.

- If copies of the advice and information is missing, please make a note of this because you will have to ask your child's or young person's EHC Co-ordinator to send these to you straight away.

- Make a photocopy of the draft/proposed EHC plan and or ask your child's or young person's EHC Needs Coordinator to email to you an electronic word copy for you to add your notes on.
- Have three different colour pens (felt tips/highlighters) or for an electronic copy, use the "Text Highlight Colour" key

##### Looking through the draft/proposed amended EHC plan:

###### First

- Read through the draft/proposed amended EHC plan and circle/or underline and make a note of anything you think is
  - In the wrong section
  - Incorrect and/or
  - Not clear or contradicts another part of the EHC plan

###### Next

- Take the two pens (felt tips/highlighters) and decide which colour you will use to highlight the **'Needs'** sections and the other to highlight the **'Provision (help/support)'** sections in the advice and information reports you have received and listed in Section K.
- Go through each advice and information report at a time, **usually it is a good idea to start with the nursery/school/college report**, followed by the educational psychologist's then the specialist professionals' reports, i.e. speech and language/occupational therapists, CAMHS, Literacy Support service etc.



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## Then

- Check that all the identified **SEN** you highlighted in the advice and information reports are written in **Section B** of the plan. (Circle any needs that are not included from the advice and information reports in Section B)
- Check that all the **SEN Provision (sometimes these are written as Recommendations in some reports)** you highlighted from the above advice and information reports are included in **Section F** of the plan. (Circle any provision/s that are not included from the advice and information reports in **Section F**)
- **Check that each identified SEN (Section B)** has a corresponding **'provision' in Section F** in the EHC plan.
- **Section F must** contain anything which 'educates' or 'trains' your child or young person, for example, this will usually include occupational or speech and language therapies.

## Then

Repeat the above steps for any **health needs** in - **Section C** and **social care needs** in **Section D**. Followed by **'health provision'** in **Section G** and **'social care provision'** included in the relevant in **Section H (H1 and/or H2)** of the EHC plan.

## Lastly

Check that every need (health and social) identified has a corresponding provision. If you cannot see this on the EHC plan, then go back and check the provision in the advice and information reports to see if they are in these-if yes put a tick next to it.

### Useful Information: If your child's is in Year 9 onwards:

Check that

- There are **needs and provision to support preparation for adulthood and independent living** in the EHC plan

## ■ Is the EHC plan clear?

**Description of your child or young person's needs and support needed (provision):**

**Specification and Quantification:**

- Without specification and quantification, a final EHC Plan can be open to interpretation by the reader.

**Check that the wording is specific and quantified (where appropriate):**

**Specification: (Sections from B-D),**

See below for an example of specific wording.

### Section B: SEN:

"Sam has problems with his spelling" this is not specific because we do not know if it is all spellings or types spelling patterns.

"Sam has problems following instructions" this is not specific because we do not know whether it's all types instructions?

**Instead the following wording is specific:**

Sam has difficulties spelling, c-v-c words, for example, cat, dog independently.

Sam is unable to follow two step instructions, for example, take off your coat and hang it on your coat peg.

**Specification & Quantification What, where, when and how often): Sections F-H)**

### Section F:

"Sam will need phonic sessions during the week" this is not specific or quantified because we do not know how many times and the type of phonic activities?

**Instead the following wording is specific and quantified:**

Sam will need 15 minutes of phonics sessions daily, to practice building up a bank of c-v-c words i.e., dog, cat, bat, with a teaching assistant trained in the school's phonics scheme.

**Useful Information:** Words like **'access to', 'opportunities for', 'regular'** are not specific or quantifiable words. If these are in the plan - check the advice and information reports to see if there is clarification on how often (daily, weekly etc) and duration (15 minutes, hour etc) if not make a note of this.



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## ■ How to make your representations to the EHC Co-ordinator

You can add your representations (give views/comments) directly on to the draft/proposed amended EHC plan or write a letter /email -please see examples of this below:

If you are posting your representations, please leave enough time to ensure that your views reach the EHC Co-ordinator within the **fifteen calendar days**.

**Useful Information:** If you want changes made to the draft/proposed amended EHC plan, it is important that you refer to evidence from the reports from **Section K** or additional advice and information you have obtained to show why this change should be made.

**For example:**



## Section B: Strengths and special educational needs

### Cognition and Learning

#### Special Educational Needs:

Sam has an autism diagnosis.

Sam is performing below expected age related national curriculum levels in the core subjects.

#### Example 1 - When wording is not specific

~~Sam has problems spelling.~~ You can cross this out using the 'strikethrough' function on your Tool bar otherwise highlight and ask to replace with the wording below:

#### The wording above is not specific please add

Sam finds it difficult to spell c-v-c words, for example, cat, dog & Sam independently. Please see school report under Cognition and Learning, page 2

#### Example 2 - And/or if information is missing you can put the following wording

Please add, Sam is unable to add two single digit numbers together independently, for example, 1 + 2, or 3+ 4".

Please see the Class teacher's Elina Baptist's report, page 11-under the heading Numeracy:

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Section F (Special Educational Provision)	
What is going to happen, who is going to do it, how often it will be made available	When it will be reviewed, and by whom
<p><b>Example 1</b></p> <p>Sam will need extra phonic support to help spell. <b>The wording above is not specific and quantified. please add</b></p> <p>Sam will need 15 minutes of phonics sessions daily to practice building up a bank of c-v-c words i.e., dog, cat, bat, with a teaching assistant trained in the school's phonics scheme.</p> <p>Please see EP report, under Recommendations, bullet point 4, page 8.</p> <p><b>Example 2</b></p> <p>Sam needs a timetable. <b>This wording is not specific and quantified.</b></p> <p>If this wording was taken, for example, from the EP report, you can ask the EHC Co-ordinator to ask the EP to specify and quantify this provision.</p> <p><b>For example:</b></p> <p>Sam needs a timetable. Please ask the EP to specify and quantify this provision because it comes from the EP reports, page 11 under Recommendations.</p>	

## ■ Sending your representations to the EHC Co-ordinator

Please see to the right of this page, for an example of a template letter/email you can use to give your views on the draft/amended EHC plan.

Dear **[Inset EHC Co-ordinator name here],**

**[Insert your child's or young person's name and date of birth here]:**

My views on draft EHC plan

I am writing/emailing as the parent of **[your child's or young person's name here]** and would like the attached/enclosed following changes/additions made to their draft/proposed amended EHC plan I/we received on the [inset date here].

I/we would also like to meet/or discuss over the phone our representations and are available on the following dates and times **(please delete if you do not require this)**

Finally, the **[nursery/school/college]** we wish to be named on the EHC plan when it is finalised is **[name of nurse/school/college].**

Please do get in touch if you have any questions

Yours sincerely,

**[Your name]**



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## Next Steps

- Email/post your representations to the EHC plan Co-ordinator (please ensure they receive them by the **fifteenth calendar day** from when you received them). If you are posting your views it would be helpful to do this by recorded delivery and please keep the receipt.
- If information has not been specified and/or quantified in the EHC plan it will be the EHC Co-ordinator's role to clarify this with the relevant professionals. However, you can go directly to the professionals and ask them to provide this information, to try and save time.
- The EHC Co-ordinator will consider your representations and **should** make the changes where you have referred to the advice and information report it came from. They **must** send you a copy of the amended version and give you a further **fifteen calendar days** to comment on the changes.
- The EHC Co-ordinator will consult with education setting/s and issue the final EHCP hopefully naming the, nursery, school, college or training setting you have requested from **twenty weeks** of the date the LA received the request for an EHC Needs Assessment.

## Where can I get more information, advice, or support on EHC Plans?

### If you have questions about EHC plan, you can:

- Speak to and/or ask to meet with the EHC plan Co-ordinator
- You can read **Chapter 9, paragraph 9.61 of the SEND Code of Practice 2015** (see the link at the beginning of this sheet)
- Read **Section 5, paragraphs 5.27 onwards**, of the [Wandsworth SEND Handbook](#)
- You can follow the link to the Independent Provider of Special Educational Needs Advice (IPSEA) on [EHC Plans](#) and it's [EHC plan checklist](#)
- You can contact us.



## How to contact us:

Helpline number: **020 8871 8065** (24 hour answer machine)

Email: [wias@wandsworth.gov.uk](mailto:wias@wandsworth.gov.uk)

Web: [wias.org.uk](http://wias.org.uk)