

## EHC Plans SPECIFY & QUANTIFY - WHY?

An Education, Health and Care Plan (EHCP) is a binding, legal document, which should detail in a clear and concise language what the child / young person's needs are and precisely what support they will receive to meet each of those needs,

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.  
(*Special educational needs and disability code of practice: 0 to 25 years*)

The detail in an EHCP should mean that children & young people with an EHCP, their parents & the professionals who are supporting them know exactly what support is in place. This should include details regarding what the provision is, how often they will receive it, how long it will be, when & where they will receive it, who will deliver the provision & what level of training & expertise they need to hold.

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  
(*Special educational needs and disability code of practice: 0 to 25 years*)

For example, If the provision is to follow a programme in a group, the detail should include not only what the programme is, but also what the programmes content is; how long the programme will run for & how long each session will be, how frequently the group will meet, what size the group is, who will deliver it & what level of training & expertise they need to have.

Additionally word such as Opportunities for; Access to; Benefit from; Regular; as Required, are woolly or weasel words which are vague, meaningless, easily misinterpreted, and may dilute the provision that is needed.

For example "*regular speech and language therapy input as required*".

However, if this was written in a legally compliant EHC plan

*"One hour direct individual speech and language therapy session per week with a speech and language therapist with knowledge and experience of the communication profile of children with Down's syndrome"*

Additional examples of woolly words & lack of specification & quantification include:

- × *Access to support from a Learning Support Assistant.*

This fails to identify how much support the child will have, or what training and experience

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the Learning Support Assistant should have to support the child. In addition, it is important that there is detail as to the exact support the child requires and how that will be delivered.

- ✘ *Requires a programme to develop social communication and interaction skills delivered in 1:1 and small group settings and would benefit from opportunities to practice new skills learnt throughout the day.*

States that a programme is required but doesn't set out exactly what the child needs. The programme must be described, and its content must be specific to the child's requirements. It doesn't identify what size small is, the use of the words 'benefit from' and 'opportunities' is vague, meaningless and can't be enforced.

- ✘ *Daily opportunities with a teacher to improve self-esteem and develop a positive self through increased awareness of individual strengths and attributes and through achieving success in a variety of contexts.*

Again, the use of 'opportunities' is vague, meaningless and unenforceable. The description gives no understanding of what provision will actually be provided. It lacks detail regarding what is required, what specific activities, tasks and what support the child needs to achieve these outcomes.

- ✘ *A structured programme to develop motor planning coordination skills.*

There is no detail as to what is required. Details of the programme must be set out; including who will deliver the programme How often will it be delivered and for what duration? Who will assess and review the programme and how often?

- ✘ *Requires the equivalent 25 hours of support to be used flexibly across the school day to include individual, small group and whole class teaching to meet the outcomes described.*

This is vague and lacks specific information on what is required, when, for how long etc. Also, ask what is meant by equivalent? Who is to provide the

### It is this detail that you need in the EHCP



### Key points for getting specific information in EHCPs.

Focus on the child's needs and the specifics of what they require to meet them. If you are told that there is a need for some flexibility in the EHCP, this cannot be used as a reason for

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lack of specific information where detail could reasonably be given. If the EHCP has vague, unspecific and meaningless words in Section F, you must ask for detail, speak to the Statutory Access & Review Team (StART) and ask for amendments to ensure the EHCP specifies & quantifies the provision needed. If, following assessments, the report writers have written vague and unspecified strategies in their reports, the Plan Coordinators should be ensuring the evidence they receive makes the EHC legally compliant.

The evidence and advice submitted by those providing it should be clear, accessible and specific. They should provide advice about outcomes relevant for the child or young person's age and phase of education and strategies for their achievement...They may comment on the amount of provision they consider a child or young person requires and local authorities should not have blanket policies which prevent them from doing so.  
(*Special educational needs and disability code of practice: 0 to 25 years*)

For further help & support contact Harrow SENDIAS



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