

7. Tips for Reviewing a Draft Education, Health and Care Plan



When you receive your child's draft Education, Health and Care Plan (EHCP), it's your chance to make sure it truly reflects your child's needs and the support they require. You have **15 days** to read it, suggest changes, and share your views.

EHCP Sections That Often Need Changes

Every part of your child's EHCP is important, but some sections are more likely to need updates or improvements to make sure they truly reflect your child's needs and the support they'll receive (Section A, B, E and F). Read each section carefully and compare it with the reports from professionals (these should be listed in Section K).

Section A – All About Me

This section should reflect your child's personality, interests, and your family's views. It's often written in a general way, so check:

- Does it sound like your child?
- Are their strengths and challenges described clearly?
- Are your hopes and your child's aspirations included?
- Does it reflect your child's personality, interests, and goals?
- Have your views as a parent been accurately included?

Section B – Special Educational Needs

This section lists your child's specific needs. It should be:

- Are all your child's needs clearly listed and described?
- Does it include needs identified by all professionals e.g. Educational Psychologists?
- Covering all areas of need – learning, communication, emotional, physical, sensory, and social.

If something is missing or unclear, ask for it to be added or rewritten.

Section C – Health Needs

- Are any health needs that impact on learning included e.g. epilepsy?
- Is there input from health professionals?

Section D – Social Care Needs

- Are any social care needs identified e.g. Short Breaks?
- Is there input from social care services, if relevant?



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Section E – Outcomes

Outcomes are the goals your child is working towards. Check:

- Are the outcomes specific, measurable, achievable, relevant, and time-bound (SMART)?
- Do they reflect long-term goals and short-term targets?
- Are they realistic and meaningful?
- Do they match your child's age and stage of development?
- Are they linked to the support in Section F?

If the goals are too easy, too hard, or not relevant, ask for them to be changed.

Section F – Support and Provision

- Is it clear what help your child will get? Does it say:
 - **Who** will provide the support?
 - **How often** and for **how long**?
 - What **skills or qualifications** the person should have?
- Does it match the needs in Section B?

Section G – Health Provision

- Is the health support clearly outlined e.g. physical therapy sessions?
- Does it match the needs in Section C?

Section H1 & H2 – Social Care Provision

- Is the social care support clearly described?
- Does it match the needs in Section D?

Section I – Placement

This section is always blank on a draft plan - the name of the school or setting is only named once the final plan is issued.

Section J – Personal Budget *(if applicable)*

- If your child needs a personal budget, is it included?

Section K – Advice and Information Used to Create the Plan

- Does the plan reference and list all documents and reports which have contributed to the plan?

Watch Out for Vague Language

If anything feels vague or unclear ask for it to be made more specific. Avoid phrases like:

- “Access to speech and language therapy”



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- “Opportunities to improve social skills”
- “Support with literacy”

These are too general and don’t guarantee your child will get the help they need. Instead, look for **specific and detailed wording**, like:

- “Your child will receive 1:1 speech and language therapy from a qualified therapist for 45 minutes, once per week, during term time.”
- “Daily 30-minute phonics sessions using Read Write Inc., delivered by a trained teaching assistant.”
- “Weekly 45-minute social skills group led by a specialist teacher, focusing on turn-taking and emotional regulation.”
- “Access to a school-based counsellor for 1:1 sessions of 30 minutes weekly, with termly reviews.”
- “A designated quiet space for sensory breaks, available as needed, with at least three scheduled 10-minute breaks per day.”

What Happens Next?

You must respond to the draft EHCP within 15 calendar days. You have a legal right to:

- Submit written comments (called “representations”). Your comments can be submitted by accessing the [Doncaster EHC Hub](#) or emailing your SEN Officer
- Request a meeting with the local authority (LA) – this may be known as a sharing/amending meeting
- Suggest a preferred educational setting for the final EHCP.

The LA will consult with any preference you put forward. They will also consult with your child’s current educational setting at part of the process. Use Doncaster Local Offer to [research different types of school settings](#).

Need More Support?

You can gain support/information from:

- **IPSEA** – for legal advice, templates and guides. They’ve also created a handy [checklist](#).
- **Doncaster SENDIAS Service** – we are your local information, advice and support service. We’re impartial and free to access.



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