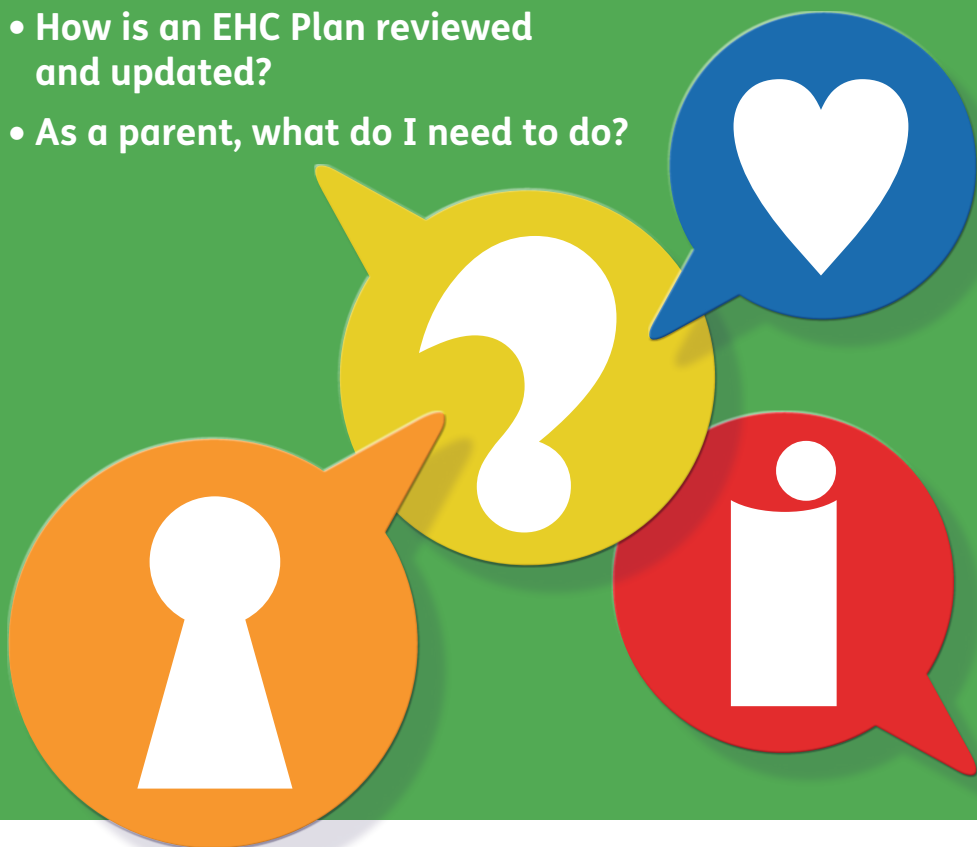



Education, Health and Care (EHC) Plans and Reviews

- What is an EHC Plan and what should be in it?
- How is an EHC Plan reviewed and updated?
- As a parent, what do I need to do?



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This leaflet is about education, health and care (EHC) plans and reviews and it's for anyone who has a draft or a final EHC plan. It can help you to understand what a good EHC plan looks like and how the support in the plan is given. You'll learn how the plan is reviewed and changed as your child gets older too. There is also information about what to do if you disagree with a decision about changing the contents of a plan, reassessing your child's needs or ending a plan.

Education, Health and Care (EHC) plans

The EHC Plan

Education, Health and Care (EHC) plans are for children or young people aged up to 25 with special educational needs (SEN), who need more support than can usually be given through SEN support in their nursery, school or college.

An EHC plan is a legal document which explains:

- the hopes, ambitions and views of a child and their parents or carers
- what a child's special educational, health and care needs are
- the support (provision) they will need to help them to achieve
- how that support will make a difference to them (outcomes)

EHC plans are made by a local authority after a child has had an EHC needs assessment. A plan can include your child's health or social care needs as well as their educational needs. But they won't get a plan if they only have health or social care needs that don't affect their education.





Important to know

Most children with special education needs or a disability have their needs met and support given without needing an EHC plan. In fact, for every ten children in England with SEND, roughly two will have an EHC plan and eight won't. These are the kind of reasons why a child might have an EHC plan.

- they're likely to need lots of adult support
- they may need a lot of help from specialist services
- they may need a place at a special school

The main things to know about your EHC plan

Your child's EHC plan is an important document and it's likely to be in use for years. Often it will be in place until the end of compulsory schooling when your child is 16, and sometimes for longer. So, it's a good idea for you to know how it's used and changed and the things you will need to do as the years go by.

Here are our top-ten most important things to know

1. You and your child have an important role in making sure the EHC plan is useful and relevant. Your views are key to making sure the plan works – by helping to make sure that what's in it is accurate and that it focuses on what is important to and for your child.



2. EHC plans can, and ideally should, be supported by another plan made by your child's school or college. This sets out how support works day to day. These school plans should also have short term targets for your child to achieve.

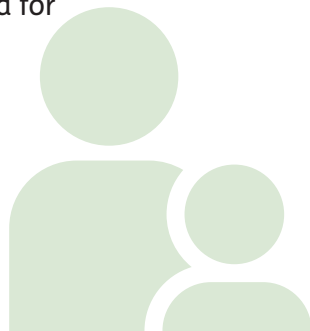
3. What's written in the EHC plan is meant to change over the years, but usually not very often. Most of the time when an EHC plan is made and updated, the targets your child has are for a whole key stage. That gives time for support to work and for your child to develop new skills. What should change regularly is the plan that your child's school or college uses as their day to day plan. EHC plans are reviewed, and then sometimes changed, following a yearly review process.

4. Your local authority makes sure that your child gets the support (provision) set out in their EHC plan. But the nursery, school or college will give it. Sometimes a school or college may give support that's different

from what is written in the plan. If this happens, the support must achieve the same thing for your child, even if it's given in a different way.

5. The targets (outcomes) set in an EHC plan are meant to be achievable for your child, but also ambitious. Everyone involved in the EHC plan should have high expectations for what your child can and should be achieving.

6. Your child's EHC plan should help them achieve the best possible results in their journey towards adulthood. Even from early years, the support set out in a plan should challenge your child to become as independent as possible. This means taking small regular steps towards developing the skills they'll need for adult life.



7. EHC plans are meant to be ‘living’ documents. That means they should be looked at and used regularly, rather than gathering dust on a shelf. It’s a good idea to sometimes use the plan when you have a school or college meeting to talk about how your child is getting on. If you can, always use a plan of some kind to guide you in meetings about your child’s progress and support. That could be the school’s own plan which supports the EHC plan, or the EHC plan itself. That way you’ll get to be familiar with it.

8. The type of content in the EHC plan will change as your child grows. Each stage of school life, and beyond, has its own set of challenges and opportunities. So as a result, your child’s plan will reflect that. For example, when your child reaches year 9 their plan will start to have information in it about getting ready for being an adult. This might include support to develop the skills they need to live on their own, to manage money or to get work experience.

9. Other services often use the information in an EHC plan as part of the process for deciding whether your child might need other support or an assessment. So, it’s important that it’s up to date and accurately sets out your child’s needs and support.

10. EHC plans are meant to be holistic. That means they’re an all-round look at your child’s needs and support in relation to their learning. The EHC plan should include health and social care needs if they are relevant. If these parts of the plan are empty, it’s always worth asking the professionals whether they should be.



The information in an EHC plan

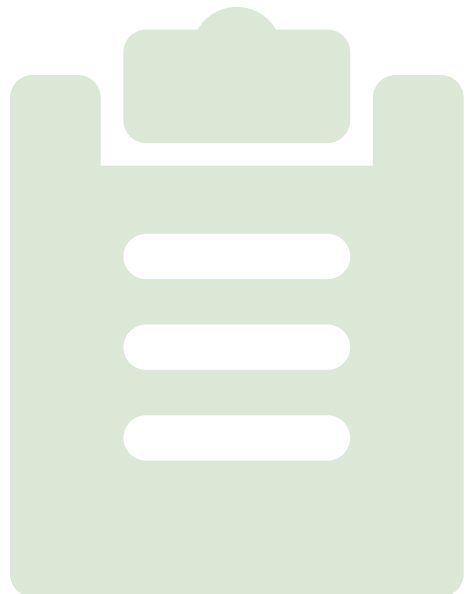
The information in an EHC plan is based on the information that comes directly from you and your child, and from the professionals involved with supporting them.

The needs, outcomes and the support will have come directly from professionals' reports and recommendations. The Special Education 0–25 team (SEN 0–25 team) staff create the content of the plan from these reports. They may ask professionals to be clearer about the information they give.

Because an EHC plan is a legal document and the support in it must be given, it's important that it describes your child and their SEND needs well. There should be enough detail in the plan so that you're clear about exactly what your child will be getting, who will be giving the support and when they will be getting it.

The plan should

- describe positively what your child can do and what they've already achieved
- set out your views, your child's views and their goals for the future (aspirations)
- clearly and specifically list what your child's needs are and the support they will have
- say what difference the support will make to them (outcomes) – these should be SMART – Specific, Measurable, Achievable, Realistic and Timed



More about SMART outcomes

Here is a bit more information about what SMART means for the targets (outcomes) set in your child's EHC plan.

S	Specific	What's written in the plan should be clear, precise and unmistakable.
M	Measurable	The plan should say clearly when the outcome has been achieved. So, there should be clear targets set such as numbers, percentages or levels to be reached.
A	Achievable	What's in the plan should be informed by your child's views, your views and those of the professionals.
R	Realistic Relevant	Your child should realistically be able to achieve what is being asked of them.
T	Timed	There should be realistic deadlines for the outcomes and long-term timescales.

EHC plans are usually written as long-term plans and they aren't expected to change very often. They usually cover a phase of education, such as a key stage (key stage 1 or 2 for example).

It's helpful if your child's nursery, school or college also write their own detailed plan about the day to day support they give. This may have some short-term goals for your child to achieve as 'stepping stones' towards the longer-term goals in the EHC plan. An EHC plan is usually reviewed once a year, but the school or college plan should be reviewed more often than that – often once a term.

How each local authority lays out an EHC plan varies, but there are some sections and information that must be in every plan (see next page).



Section	What's in it
A	The views, interests and aspirations of you and your child or young person
B*	Your child or young person's special educational needs (SEN)
C*	Your child or young person's health needs that relate to their SEN
D*	Your child or young person's social care needs that relate to their SEN
E	Outcomes
F*	Your child's educational support (SEN provision)
G*	Any health support in relation to your child's SEN
H1 and H2*	Any social care support in relation to your child's SEN
I*	The name and/or type of educational placement (school, college etc.)
J	Personal budget
K	Appendices, which include the advice and information gathered as part of the assessment

*These are the parts of the EHC plan that you have a right to appeal. If you're appealing about health and or social care needs or support, you will also need to appeal section B or F as well.

The SEND Code of Practice 2015 is the legal guidance about special educational needs and disability support for local authorities to follow. It gives a detailed list of what should be in an EHC plan. The Council for Disabled Children also has a guide to good examples for the different parts of an EHC plan. You can find the details and links at the end of the booklet.



The draft EHC plan

When an EHC needs assessment has been done and the decision has been made to issue a plan for your child, you'll be sent a copy of their plan as a draft. This isn't the final plan yet.

This is your chance to check the plan carefully and decide whether you think it's accurate and clear, and whether it has all the information it should in it. Then you'll need to contact the SEN 0–25 team through the online EHC Hub, or by post or email, and give them your comments.

The plan should be brief and to the point and understandable to you. It should give an accurate picture of your child – their views, goals and needs, the support they will have and what difference it will make.

Along with the draft plan, you should be able to see copies of all the reports from the assessment. If you haven't had, or can't see, this information, ask your contact at the SEN 0–25 team for it. If you need help to use the EHC Hub, or have trouble getting into it, contact the Hub support email or phone number. Details are at the end of this booklet.



Checking the draft plan

You'll have 15 calendar days to read the draft plan and get back to the local authority about what's in it. You can ask your caseworker at the SEN 0–25 team for more time if you need it.

There are two main things for you to do:

- Check the draft plan to see if it's accurate about your child's needs, their support and what the outcome of that should be. If you don't think it's clear, you can suggest changes or ask for missing information or detail to be added.
- Say which school, college or other educational setting you would like your child to go to.

“Reading and checking the draft plan ended up being quite a big bit of work. I really wanted to get it right and there was quite a lot of information to get through. It felt like quite a lot of responsibility and I wanted to make sure everything that should have been in it was in it. My tip for anyone else doing it would be to give yourself enough time – don't rush it.”

Parent





Important to know



There are five terms key to understanding the support your child gets and how it's going to work. They are:

Aspirations

These are hopes or ambitions for the future. The most effective support for children and young people with SEND happens when their aspirations are linked to their needs, outcomes and support.

Needs

Your child's needs are the things that they have difficulty doing, or find challenging, compared to other children their age.

Outcomes

These are what your child will be able to do because of the support they get for that particular need. You might want to think of them as targets or goals for your child to aim for.

Provision

This is another word for support. It's the things that the nursery, school or college do or provide that help your child to achieve and make progress. This is support that is different from, or extra to, what other children in their age group are getting.

The Golden Thread

Once you know what your child's aspirations are, you can link those to the things they need in school or college and the support that will help them. These are all linked to outcomes too, which are like stepping-stones towards your child's long-term goals. All these things together form The Golden Thread.



The final EHC plan

“Having the EHCP makes me feel confident that school really understand my daughter. It clearly shows them what her needs are and the adjustments and provision she is going to need in order to thrive. It means we don't have to repeat ourselves to teachers and support staff and that my daughter can feel supported and cared for.”

Parent



You will be sent a final copy of the EHC plan from the EHC Hub, or by post, when it's issued. You'll need to decide whether you agree with what's in it. Your child's nursery, school or college should also get a copy.

If you agree with what's in the EHC plan

When the plan is made final, your child's nursery, school or college will start giving the support that's set out in it. It's a good idea at this point to ask for a meeting with school staff to talk about the plan and what support will look like in school.

School staff may be doing quite a lot of the support already, so you may not see much change day to day. Support is usually given by staff in your child's school or college, but some children have support from people and services from outside school or college too.

If you disagree with what's in the final EHC plan

When parents or carers disagree with what's in a plan, it's usually about two main things:

- the nursery, school, college or other provider that's named as the place your child will go or
- your child's education, health and social care needs and their support or both (what's written in sections B, C, D, F G and H of the plan)

If you disagree with either of these parts of the plan, tell your case coordinator at the SEN 0-25 team. You can ask them why they made their decision, talk about the main issues and tell them why you disagree. Many disagreements can be sorted out this way.



If you can't come to an agreement that way, then you can ask for disagreement resolution or mediation. If that doesn't resolve the disagreement, you can appeal about these parts of your child's plan:

- the description of their special educational, health or social care needs (sections B, C and D)
- the special educational, health or social care support that's to be given (sections F, G and H)
- the school or other education provider named, or the fact that no school or other provider is named (section I)



Important to know

Once the EHC plan has been made final it is a legal document. If you're appealing the EHC plan it stays in place as it is, unless there is a decision to reissue it through mediation or an appeal.

Appealing means challenging the local authority through a court at a tribunal hearing. If you decide to appeal, your child should still be supported at school or college.



After the final EHC plan has been issued

The EHC plan will be reviewed at least once every 12 months and will stay in place until your child or young person no longer needs it. EHC plans can keep going until a young person reaches 25 – but it's not an automatic entitlement to have a plan until that age. Most EHC plans usually end when a young person reaches 16 or 19. This is usually when they start work, finish their education or have achieved everything set out in their plan.

If your child's needs change a lot, and you think that what's in the plan might need to change too, the first thing to do is to talk to your child's SENCO. Sometimes schools are doing a lot to support a child, but that information doesn't always get passed onto parents. Ask the SENCO whether they feel that the plan is still accurate and how things are at school for your child.

After you've talked to the SENCO if you think the plan should be reviewed and possibly changed too, you can then contact your case coordinator at the SEN 0–25 team to talk about it. Plans can sometimes be reviewed earlier than at the standard 12-month review.

Many schools and colleges will have their own plan too. Remember that what's written in the EHC plan is meant to change over the years, but usually not very often. Most of the time when an EHC plan is made and updated, the targets your child has are for a whole key stage. School or college plans are usually reviewed every term to check how your child is getting on.



Reviewing an Education Health and Care (EHC) plan

As time goes on, things will change for your child. They will make progress and get older and their situation and goals will change. So, although it won't change every year, their EHC plan is likely to need to change from time to time too. For this to happen the plan will need to be reviewed regularly – usually once every 12 months.

The whole review process should take eight weeks to complete. So, the review process should start about 10 months after the plan was issued or the last review happened. For example, if your child's plan was last reviewed in June, the next review should start in April of the following year.

If your child is under five, then the local authority may do a review of their plan every three to six months. This is because their needs are likely to change more quickly than an older child's.

There are five main parts to the review process.

- 1.** Gathering views and information – your child's views, your views and those of the professionals involved (week 0–2)
- 2.** Sending out reports and meeting invites (week 2–4)
- 3.** A review meeting where those views are shared and discussed (week 4)
- 4.** Writing a report and recommendations based on the information and views that have been shared (week 4–6)
- 5.** Deciding whether the plan should stay as it is, be changed or come to an end – and then changing the plan if needed (week 6–8).





The main things you need to know about reviewing a plan

- If your child has an EHC plan it must be discussed and reviewed at least once a year.
- The review is a review of the EHC plan, rather than a general meeting to talk about your child's progress.
- The review of an EHC plan is a standard thing and the process and paperwork is the same whatever kind of review your child is having (see pages 29–30)
- The review looks at the progress your child has made, the support they get and the difference that has made to them (their outcomes).
- Hearing your views, and your child's, is an important part of the review. The main people involved in supporting your child in school, plus other relevant professionals, will be asked for their views too.
- Everyone involved will be asked to write and share their views ahead of a review meeting. That includes you and your child.
- After the meeting, a report about what was discussed, and the recommendations, is sent to the SEN 0–25 Team at the local authority. Everyone who went to the review meeting, or who was invited, should also be sent a copy.
- The SEN 0–25 Team will write and tell you what they propose to do with the plan. They could decide it will stay the same, be changed (amended) or come to an end (cease). They must tell you about any changes they want to make to the plan and why.
- If you disagree with the decision the local authority makes or with the changes made to a plan and can't come to an agreement with the SEN 0–25 team, you have the right to appeal.



The review

A review of your child's EHC plan focuses on the progress they're making towards achieving their goals (outcomes). The review doesn't just focus on the education part of the plan – if your child has health and social care needs, these should be reviewed too.

The review is a good way of helping to make sure that the support your child is getting is working. It's also a chance for you or your young person to suggest changes if things aren't going so well. Your views must be heard as part of any review of the EHC plan and it's important that you're involved, alongside your child or young person.



These are the main things that should be talked about as part of a review.

- Any new information that's been collected since the plan was issued, or since the last review. This might include information from any new assessments or reassessments or a new diagnosis.
- The educational, health or social care support that's being given and whether your child needs more or different support.
- Whether any changes need to be made to the outcomes or to the nursery, school or college named on the plan.
- Whether short-term targets need to be set or reviewed.
- Whether the EHC plan is still needed.
- Whether you or your young person would like to ask for a personal budget.

Before the review meeting

When you get your invitation to the review meeting, you'll have a few days to think about the progress your child has made over the last year. You can use this time to look at the EHC plan and think about

- what's worked well
- what the goals are for the next year and
- any changes you think are needed.

It's usually helpful to talk to your partner or your child's other parent about this, as well as getting the views of other family members and the people who support you.

You'll be asked to give your views and before the meeting they will be shared with the other people invited. Your child or young person will be asked for their views, so you may need to help them share these too. You can do this using the EHC Hub or send them in by email or post.

Other professionals should be asked for their comments, so they can be shared before the review meeting as well.

You can find out more about using the EHC Hub to share your views on the Devon Local Offer for SEND website.



“Before a review meeting I look through the plan carefully and go through all the points to see where I think we are up to. In the meeting we go through each of these points together. It’s my opportunity to hear how school think my daughter is getting on, and for me to share any worries I have. Sometimes the meeting can feel quite fast as they whizz through all the different parts, so I write my thoughts down beforehand to make sure I don’t forget the things I want to say.”

Parent



At the review meeting

As a parent, a large part of your involvement in reviewing the EHC plan happens when you write down your views and share these at a meeting. The review meeting is when the people involved in supporting your child get together to talk about how things are going.

The local authority will contact your child's nursery, school or college to tell them when the review needs to happen. They will also get in touch with health and social care services. Before the review meeting everyone should get a copy of your child's plan, plus any reports. These should guide your discussions. The meeting can be at your child's school or college or it can happen virtually in an online meeting.

If your child isn't on roll at a school, a review must still happen. The local authority is responsible for making sure it does. This might be if you are educating your child at home, or if your child isn't able to be in school for health or other reasons.

At the review meeting, people will share their views and look at the progress your child has made over the last year. Everyone will talk about your child's needs and their support. By the end of the meeting, recommendations will be made about whether the plan needs to change, and if so how.

For some children and young people, there will be a discussion about whether the plan is still needed. This doesn't happen for every child.



Being specific in an EHC plan

The support (provision) listed in an EHC plan must be clear. This is so that you and everyone else reading the plan understands what your child should be getting and when, and how that support will be given. It's important because it makes sure that the right support is given and there is no room for misunderstanding. That means education, health and social care support should all be specific.

For the support listed in the plan, you should know:

- what the support is
- who is going to give the support (for example, a teaching assistant, teacher or therapist) and any skills, qualifications or training they should have
- how often the support will be given
- when and how it will be reviewed

When you're reading the EHC plan ask yourself, what does this actually mean? Is it clear what my child is going to get, and if it's not, then it's not specific enough!

Need more information?

DiAS has lots of information and support about meetings, and how to get the best from them. You can find the information on our website or contact us for a copy of any of our factsheets.



After the review meeting

Within two weeks of the review meeting, the school or college must send a report to everyone who either went to the meeting or was invited to it. You'll get a copy of the report too. If your child isn't in school or is at another place of education, the local authority should write and send the report.

The report must set out recommendations about any changes needed to the EHC plan. It should also include any differences between what the school says should happen, and what others at the meeting recommended.

Sometimes the recommendations will suggest that the outcomes or the support in an EHC plan should change. But often they stay the same if your child isn't moving into a new key stage.

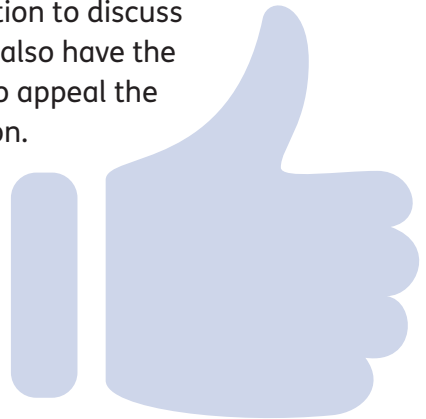
If the outcomes aren't changed, then the nursery, school or college should write new short-term targets for your child to work towards.

Staff from the SEN 0–25 team at the local authority look at the recommendations and report and use these to decide what should happen to the EHC plan. The local authority must tell you in writing what decision they have made within **four weeks** of the review meeting.

There are three possible decisions they can make.

1. To keep the EHC plan the same (maintain it)

This is what usually happens. Your child's nursery, school or college may change their school plan for the next year though. If you disagree that the EHC plan should stay as it is, you can ask for mediation or disagreement resolution to discuss it. You also have the right to appeal the decision.



2. To make changes to the plan (amend it)

EHC plans aren't expected to change very often. But sometimes a child's situation can change enough that a change to the plan is needed too. This could be something like a new health condition, a change in social care needs or problems going to school because of new difficulties.

If the local authority wants to change the EHC plan, they must tell you what they want to do. This includes changing the school, college or other institution.

The local authority should then send you a copy of the existing plan and information about the changes they want to make. This is called an **Amendment Notice**. They should also send you the evidence to support the changes they're suggesting, such as a report or recommendations from a professional.

There is no deadline by when the local authority should send out the amendment notice. But the legal guidance for local authorities says it should be done 'without delay'.

You can ask for a meeting with the local authority to talk about any changes.

Once you have the amendment notice you'll be given at least 15 calendar days to comment on the changes and suggest any of your own. This includes asking for a particular school, college or other institution to be named in the EHC plan.

When the local authority has heard from you, they may

- decide to make changes and issue a new final plan
- decide not to make changes – they must tell you why they have decided this

They must do either of these as quickly as they can, within eight weeks of sending you the amendment notice.

If you're unhappy with the changes, or if you ask for a plan to be changed and it isn't, you can ask for a meeting with the SEN 0–25 team to discuss it. If a meeting doesn't resolve any disagreement, then when the final plan is issued you have the right to appeal it.





Important to know

In 2022, a case went to the high court about the timescales by which an EHC plan has to be changed (amended) after a review. The court decided that local authorities must tell a parent or young person about

- the decision to change the EHC plan **and**
- what the proposed changes are within **four weeks** of the annual review meeting.

That means after a review, the final EHC plan must be issued as soon as it's practical, and no later than 8 weeks after the decision to change the plan. That means parents or young people should get the final, changed EHC plan **12 weeks** after the annual review meeting, at the latest.

You can find out more about the decision and the court case on the IPSEA website.

3. To end (cease) the plan

All EHC plans will eventually come to an end. This happens when the local authority decides that an EHC plan is no longer needed, usually because your child's needs have changed. Or a plan may end when the local authority is no longer responsible for a child – this usually happens when

- a child moves to another local authority
- a young person becomes an adult, and they achieve the education or training outcomes in their plan
- a young person starts higher education (university), leaves education or starts a paid job

EHC plans can keep going until a young person reaches 25 – but it's not an automatic entitlement to have a plan until that age. Most EHC plans usually end when a young person reaches 16 or 19. This is usually when they start work, finish their education or have achieved everything set out in their plan.



If you disagree that the plan should end, you can ask for mediation or disagreement resolution to discuss it. You also have the right to appeal the decision. If your young person is 16 or over, they have the right of appeal.

The different reasons for an EHC review

The review of an EHC plan is a standard thing and the process and paperwork is the same whatever kind of review your child is having.

However, the reasons for a review, the focus it has, and the timing of a review can be different. For example, if your child is moving from primary to secondary school, the focus of their review will be on that and it will need to be done by a specific time. This is because the move will need to be well planned.

These are reviews that can be done.

- **A standard or annual review** – the law says the first review of an EHC plan must be held within 12 months of the date when it was issued. After that, it must be held within 12 months of any previous review. The whole review, and not just the review meeting, must be completed in this time.
- **An early review** – a review can happen sooner than 12 months if it's needed. The plan may need to be reviewed before the regular review is due if your child is permanently excluded, or if their needs or the support that's needed change a lot.
- **A review when your child is moving to a new key stage** – if your child is moving to a new school, the review of their EHC plan and any changes should be finished by **15 February** in the year they move. That means the February before they move in September.



- **A review when your young person is leaving school** – if you have a young person moving from secondary school to sixth form, a college or apprenticeship, their plan should be reviewed and changed by the **31 March** in the year they finish secondary school. This includes listing the support they will get after 16 and where they will be studying or training.

- **Preparing for adulthood reviews** – all reviews that happen from Year 9, when your child is 13 or 14, must include a focus on preparing for adult life. Ideally planning should start well before this though, helping your child to become as independent as they can.

Top tips to help the review go smoothly

You and your child will be asked for your views as part of the review, so start collecting the information you want to share well before the meeting. Some parents keep notes on their phone or in a diary, as things happen that they want to talk about. It's a good way of remembering what you want to discuss and collecting any evidence.

Read everything carefully and make sure you know what you need to do and when. Put a note in your diary or on your phone about any deadlines.

Ask for help or more information if you're not sure about something. You can find information about who to contact on the letter or email you received about the review. DiAS Officers can also advise and support you.



Keep copies of all your letters and emails plus details of any phone calls, so you know who you talked to and what was discussed or sent when. This can help when working out the time by which things need to be done.

Put all your paperwork in a folder or all in one place, so you have everything to hand if you need it.

The SEN 0–25 team sometimes use an email service called **Egress** which keeps information confidential. The system automatically deletes emails after a while. So, print or download and save copies of any email correspondence using Egress.

When you're asking questions or giving your views, try and be as concise as you can. Keep it brief and to the point and stick to the things that are the issue now.

Visit the EHC Hub regularly, if you want to know what's going on during a review. You can see everything that's happening, including timescales and which professionals have replied to the requests for information and what they've said. You can download and read all the reports.

Add the EHC Hub email address to your 'safe sender' list, so it doesn't go into your spam or junk folder.



Disagreeing with decisions made about an EHC plan

If you disagree with any decision, the first thing to do is to talk to your case coordinator at the SEN 0–25 team. You can ask them why they made their decision, talk about the main issues and tell them why you disagree. Many disagreements are sorted out this way.

Mediation

If you can't come to an agreement that way, then you may be able to ask for mediation. This is a way of discussing things with local authority staff which are led and supported by someone independent. It doesn't cost anything for you to use and you don't need to be represented by a lawyer.

You can't go to mediation if your appeal is only about which school or other institution your child should go to.

Before you can register an appeal, you must also contact a mediation advisor. This is to see whether mediation could help you to resolve your disagreement without going to appeal. The Mediation Service in Devon is provided by:

Global Mediation

0800 064 4488

sen@globalmediation.co.uk

If you decide to use mediation, a meeting will be set up between you and the local authority. If you decide not to use mediation, you'll be given a certificate which allows you to start your appeal.

Appealing

If these options don't work, in many cases you can appeal the decision. You can appeal if the local authority

- changes the EHC Plan, but you disagree with any or all the special educational needs or support listed, or where your child will be going to nursery school or college



- decides not to change the EHC Plan after a review
- decides to end the EHC Plan

Appealing means going to a SEND tribunal which is part of the court system. At an appeal tribunal, a judge and an SEN specialist will listen to both sides of the argument before deciding. It doesn't cost anything for you to appeal. You don't need to be represented by a lawyer, though you can have one if you wish.

To register an appeal, you must fill out a 'Application for Appeal' form. You can find this online. Or you can contact HM Courts and Tribunal Service for a form at:

Special Educational Needs and Disability Tribunal

1st Floor

Darlington Magistrates Court

Parkgate

Darlington

DL1 1RU

01325 289 350

It can take several months from when you register an appeal, to when you go to the tribunal hearing. This gives you plenty of time to prepare, but it can also be a challenge if you need a quick decision. After you have registered your appeal, the case is passed to the tribunals team at the local authority and it's their role to try to reach a resolution.

Need more information?

DiAS has a webpage and factsheet 'Reviewing an EHC plan' that gives you more detail about the process. You can find the information on our website or contact us for a copy.



Helpful Resources

Devon SEND Local Offer

Information about education, health and social care services and support for children and young people (0–25) with special educational needs and disabilities (SEND) in Devon - including EHC needs assessment information and application forms.

www.devon.gov.uk/education-and-families/send-local-offer/

SEND Code of Practice – version for parents and carers

Guidance on the special educational needs and disability (SEND) system for children and young people aged 0–25.

www.gov.uk/government/publications/send-code-of-practice-0-to-25

Council for Disabled Children

Education, Health and Care Plans: Examples of good practice – aimed at professionals, this guide is also helpful for parents and carers.

councilfordisabledchildren.org.uk/help-resources/resources/education-health-and-care-plans-examples-good-practice

First-tier Tribunal (Special Educational Needs and Disability)

Information from HM Courts service about appealing.

www.gov.uk/appeal-ehc-plan-decision

Devon EHC Hub

ehchub.devon.gov.uk

Support for using or accessing the Hub: educationssystem@devon.gov.uk

01392 380434 (Option 2)

phone lines open 10–12 and 2–4 weekdays



Giving feedback about the EHC review process

These are the ways that you can give feedback about the EHC review process:

- During the review process you can email your feedback to the mailbox for your area or call the SEN 0–25 team on 01392 380 434 and choose option 1.
- The SEN 0–25 team will send you a questionnaire, or a link to it, asking for views on all different parts of the process. You can also find the form on the EHC Hub. You can fill that in.
- If you want to make a formal complaint or compliment, you can contact customer relations at Devon County Council.



How can DiAS help?

We can give you information, advice and support with all stages of the EHC review process process. There is information on our website, or you can contact us for copies of our leaflets and factsheets.

We can also support you to:

- understand the EHC process and paperwork
- prepare for meetings with professionals
- share your views and your child's
- take part in mediation or appeal decisions that you disagree with

DiAS is a free, confidential and impartial service. We give information, advice and support to parents, carers, children and young people about special educational needs and disability. We give support about any aspect of SEND education and support.

01392 383 080
devonias@devon.gov.uk
www.devonias.org.uk

The logo for DiAS features the letters 'DiAS' in a large, bold, sans-serif font. The 'D' is blue with a purple-to-blue gradient. The 'i' is red. The 'A' is orange. The 'S' is yellow. A small red dot is positioned above the 'i'.

Devon Information
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