What Should Be in Your Child's EHCP?

An EHCP has specific sections that must be completed properly:

Section A: views and aspirations

- Your family's story and your child's perspective
- Likes, dislikes, and communication methods
- Long-term aspirations and goals

Section B: Special Educational Needs

- Typical learning profile for Down syndrome
- Speech and language challenges
- Visual processing needs
- Working memory and concentration difficulties
- Sensory issues (hearing/visual)
- Literacy and numeracy skills
- Gross/fine motor skills
- Eating and drinking
- Self-care and toileting
- Short attention span
- Difficulty with transitions
- Social interaction needs
- Physical needs
- Safety concerns

Section C: Health Needs

- Health needs related to Down syndrome
- Heart conditions
- Thyroid issues
- Hearing problems
- Visual impairment/visual acuity
- Immune system concerns
- Bowel and continence issues
- Speech language and communication
- Gross motor skills with hypotonia and hypermobility
- Fine Motor Skills
- Feeding difficulties
- Atlanto Ataxial Instability

Section D: Social Care Needs

- Challenges accessing social activities
- Supervision needs
- Family support requirements
- Independence development needs

Section E: Outcomes

SMART outcomes (Specific, Measurable, Achievable, Realistic, Time-bound) such as:

- *By the end of EYFS the child will be able to say, sign and read all 3 packs of the See and Learn Vocabulary words.*
- *By the end of Year 6 the child will be able to identify who is a stranger, and 6 common household hazards.*
- *By the end of Year 1 the child will be able to form a simple 5 word sentence using Clicker or Colourful Semantics.*
- *By the end of EYFS the child will be able to walk upstairs safely holding onto the handrail.*
- *By the end of Key Stage 1 the child will be able to fully dress and undress themselves including fastenings like buttons, zips and laces.*

Section F: Special Educational Provision

This is the most important section – it's legally binding and details exactly what support your child will receive:

- Must be **specific and quantified -** example: "*Child will get See and Learn practice for 10 minutes twice a day. The first session should be done on a table top and the second session should be more fun e.g. labelling items, a treasure hunt etc. The child needs to say, sign and read all the words in the first three sets of See and Learn Vocabulary. They will need a TA and a quiet place to work.*"
- Must match every need in Section B
- Include staffing, teaching methods, and resources
- Avoid vague phrases like "access to" or "opportunities for"

Section G: Health Provision

- Healthcare provision (paediatrician monitoring, therapy programs): i.e. "*Paediatrician, Dr No, at [Named] hospital, seen every 12 months with annual blood screening tests done.*"
- Provisions and equipment requirements such as pushchairs, writing tools, eating implements, cups, medication etc.

Section H: Social Care Provision

- Social care provision (family support, respite care, community access)

Section I: Naming your child's school.

This is left blank in the draft EHCP so you can express your preference.

Your rights to school choice

You have the right to express a preference, and the LA must name your preferred school if it:

- Is suitable for your child's age, ability, and needs (applies to Special Schools only)
- Doesn't interfere with efficient education of other children
- Is not an inefficient use of resources

School visit tips:

- Look for a positive “can do” attitude
- Check their experience with Down syndrome
- Assess the physical environment
- Meet key staff members
- Ask about their SEN support approaches and see examples of work stations and/or work

Start with your nearest schools as LAs consider distance from home. Work outwards if needed.

For more information, please email info@downsyndromeuk.co.uk or consider booking a 1:1 SEND Support session with our DSUK EHCP Supporter, Justine.