



EHCP SUPPORT SERIES

Chapter 5

Understanding the Sections of an EHCP

A practical guide to what belongs in Sections A-K, how the sections connect, and what to look for.

The key idea

An EHCP is not simply a collection of separate sections. Needs, outcomes and provision should connect clearly, so that the plan explains what support is required and why.



The EHCP at a Glance

Every EHC plan must contain clearly labelled sections, although local layouts can look different.

The SEND Code of Practice sets out the information that must be included in an EHC plan. The sections run from A to K, with H divided into H1 and H2 (Department for Education and Department of Health, 2015).

A	Views, interests and aspirations
B	Special educational needs
C	Health needs related to SEN
D	Social care needs related to SEN or disability
E	Outcomes sought
F	Special educational provision
G	Health provision
H1 / H2	Social care provision
I	Placement: name and type of setting
J	Personal Budget arrangements, where applicable
K	Advice and information gathered during assessment

Study note

There is no single national visual template for an EHCP. A local authority may arrange the pages differently, but the statutory sections and required information still need to be identifiable.



Sections A–D: Building the Picture

These sections describe the child or young person and the needs around them.

Section A — Views, interests and aspirations

This is where the child or young person's views, interests and aspirations are recorded, alongside parent or carer views where appropriate. It helps keep the plan person-centred rather than reducing the child to a list of difficulties.

Section B — Special educational needs

This should describe all identified special educational needs. It matters because the special educational provision in Section F should respond to the needs recorded here.

Section C — Health needs

This records health needs that relate to the child or young person's SEN. Health needs can overlap with education, particularly where a therapy or health-related intervention educates or trains the child or young person.

Section D — Social care needs

This records social care needs related to SEN or disability. The corresponding social care provision is then addressed in Sections H1 and H2.

What this could look like

- A —** Sam says noisy classrooms make it hard to think and wants to be able to join lessons without feeling overwhelmed.
- B —** Sam has difficulty filtering background noise and processing spoken instructions in busy environments. This affects access to whole-class teaching.
- C —** Sam experiences significant sleep difficulties that affect alertness and regulation during the school day.
- D —** Sam requires support to access community activities safely because of difficulties recognising risk.

Things to check

Does Section B describe the needs themselves, rather than only naming diagnoses? Can you recognise the day-to-day impact of those needs in the wording? Are relevant health and social care needs recorded in the correct sections?



Sections E–F: Outcomes and Provision

These two sections are closely connected to the needs identified elsewhere in the plan.

Section E — Outcomes

Section E records the outcomes sought for the child or young person. Outcomes describe the difference or benefit that support is intended to help achieve; they are not simply a list of services or interventions.

Section F — Special educational provision

Section F sets out the special educational provision required to meet the special educational needs. The SEND Code of Practice says provision should be detailed and specific and should normally be quantified, for example by type, hours, frequency and level of expertise (Department for Education and Department of Health, 2015).

A useful way to read B, E and F together

- Section B: What is the identified special educational need?
- Section E: What change or outcome is being worked towards?
- Section F: What provision will be made to address the need and support progress?

Worked example: following one need through the plan

B — Need: Maya has significant receptive language difficulties and needs additional processing time to understand spoken information.

E — Outcome: Maya will increasingly understand and follow classroom instructions so she can participate more independently in learning.

F — Provision: A trained adult will deliver a specified language programme for 20 minutes, three times each week, with termly oversight from a speech and language therapist.

These examples show how the sections connect. The wording and provision in an actual EHCP should reflect the individual child or young person and the evidence.

Key fact

The local authority has a statutory duty to secure the special educational provision specified in an EHC plan (Children and Families Act 2014, s.42). This is one reason why clear Section F wording matters.



Sections G–H: Health and Social Care Provision

These sections describe provision beyond special educational provision.

Section G — Health provision

This includes health provision reasonably required by the learning difficulties or disabilities that result in SEN. The plan should make clear what health provision is required and how it relates to the identified needs and outcomes.

Section H1 — Certain statutory social care provision

For a child or young person under 18, H1 records social care provision that must be made under section 2 of the Chronically Sick and Disabled Persons Act 1970.

Section H2 — Other social care provision

H2 records other social care provision reasonably required by the learning difficulties or disabilities that result in SEN. For older young people this can include relevant adult social care provision.

Examples to make the distinction clearer

- G —** Health provision might include nursing support, medical treatment or specialist health support required because of the child or young person's SEN.
- H1 —** For a child or young person under 18, this can include qualifying statutory social care support under section 2 of the Chronically Sick and Disabled Persons Act 1970.
- H2 —** This may include other social care support reasonably required because of SEN or disability.

A therapy delivered by a health professional can still belong in Section F when it educates or trains the child or young person.

Study note

A therapy is not automatically placed in Section G simply because it is delivered by a health professional. Where health or social care provision educates or trains a child or young person, it is treated as special educational provision and should be included in Section F (Children and Families Act 2014, s.21).



Sections I–K: Placement, Budget and Evidence

The final sections record where education will happen, financial arrangements and the evidence behind the plan.

Section I — Placement

This records the name and type of school, college or other institution to be attended. In a draft EHC plan, the placement may not yet be named while consultation is taking place.

Section J — Personal Budget

Where a Personal Budget has been agreed, this section explains how it will support particular outcomes, what provision it will be used for and any arrangements for direct payments.

Section K — Advice and information

This lists the advice and information gathered during the EHC needs assessment. The relevant reports and advice should be attached to the plan as appendices.

What these sections might contain

- I** — Oakfield Specialist School - special school. A draft plan may leave the placement section uncompleted while consultation takes place.
- J** — Details of an agreed Personal Budget, what provision it will fund, the outcomes it supports and any direct-payment arrangements.
- K** — A list such as an Educational Psychologist report, Speech and Language Therapy advice, school advice, parent or carer contribution, and the child or young person's views, with the relevant advice attached.

In practice

When reading Section K, check that the reports you expected to be considered are actually listed and attached. You can then compare the evidence with Sections B, E and F to see whether important needs and recommendations have carried through into the plan.



Reading Across the Sections

A strong plan should make it possible to follow a clear thread from evidence to need to provision.

Follow the thread

K → B → E → F

Evidence Needs Outcomes Provision

- Does the evidence in Section K identify a need that is missing from Section B?
- Does each significant need in Section B have corresponding provision in Section F?
- Is the provision specific enough to understand what will happen, how often and by whom?
- Do the outcomes in Section E describe meaningful changes rather than simply restating provision?
- Where health or social care needs are identified, is the corresponding provision recorded?

Specific wording is easier to understand

Less clear —

Access to adult support when required.

Clearer —

A trained teaching assistant will provide 15 minutes of pre-teaching before each new maths topic and check understanding at the end of the lesson.

Why is this clearer?

The second example explains what support will be provided, who will provide it and when it will happen. This makes the provision easier to understand and leaves less room for different interpretations.

Example wording is for illustration only. Provision should reflect the individual child or young person's assessed needs and evidence.

Parent/carer note

You do not need to read an EHCP only from page one to the end. Comparing linked sections side by side can make gaps easier to spot. Chapter 6 will focus specifically on checking a draft plan and recording requested changes.



My EHCP Section Check

Use this page to note questions or gaps as you read through a plan.

A

Views and aspirations

B

Special educational needs

C / D

Health and social care needs

E

Outcomes

F

Special educational provision

G / H

Health and social care provision

I / J

Placement and Personal Budget

K

Advice and evidence



References & Further Support

This chapter relates to the SEND/EHCP system in England.

References

Department for Education and Department of Health (2015) Special educational needs and disability code of practice: 0 to 25 years. London: Department for Education. Updated GOV.UK page 12 September 2024. Accessed 22 September 2026.

Great Britain (2014) Children and Families Act 2014. London: The Stationery Office. See Part 3, including sections 21, 37 and 42.

Further support

- GOV.UK SEND Code of Practice — statutory guidance explaining the required content of EHC plans.
- SENDIASS — free and impartial SEND information, advice and support. Find your local service through your council or Local Offer.
- Your local authority's Local Offer — local information about EHC plans, processes, contacts and support.

Important

This guide is general information rather than individual legal advice. If you are unsure how the law applies to a particular EHC plan or dispute, you may wish to seek independent SEND information or specialist legal advice.