An adapted EHCP journey

Parent request, earlier refusal, later evidence and a final plan

This is a condensed, publication-safe learning example based on paperwork shared with Looking Glass Care. It is an adaptation, not a redacted copy of an official EHC plan or a verbatim extract. Names, precise dates, ages, locations, school, family and medical details, unique events and wording have been removed or generalised. The broad order of events remains true to the source material.

1 The first parent request

Several years before the final plan, a parent asked the local authority to carry out an education, health and care needs assessment. The parent described a child with clear strengths and a desire to learn, alongside difficulties accessing education consistently when communication, emotional regulation and the environment placed demands on them. The request explained support already tried and why further assessment might be needed.

The useful distinction: a request for an assessment asks whether the child may need provision through an EHC plan. It is not a demand that the local authority decide the final content of a plan at that stage.

2 An earlier refusal

The local authority later declined to carry out an EHC needs assessment. In broad terms, its response acknowledged difficulties but concluded that support could be met through the resources ordinarily available to the school. The parent did not regard that answer as the end of the child's support needs.

An earlier refusal is part of this history. The later plan does not, by itself, establish that the original refusal was unlawful: needs, evidence and circumstances can change. Families can ask for the decision reasons in writing, obtain independent SEND advice, and check appeal rights and deadlines.

3 Evidence gathered and the child's perspective

The later parent contribution joined everyday examples with strengths, communication needs, the impact of transitions and busy settings, and the adjustments that made participation easier. It asked adults to look beyond a brief behaviour description and consider what was happening before, during and after distress. The parent also described what consistent support would need to look like across the school day.

The practical pattern is: describe a need, record what happens in a real setting, explain what support has been tried, and note what still needs to change. Include the child's views in an accessible form and identify where an account is uncertain.

4 A later final plan

After a later assessment process, a final EHC plan set out special educational needs, outcomes and specified provision. The public learning point is the connection between these: a need should lead to a meaningful outcome and a description of the support adults will actually provide. The source plan's exact wording, timetable and placement are intentionally withheld.

A fictional illustration of the format: **Need** - the child finds unannounced transitions difficult. **Outcome** - the child can move between activities with less distress. **Provision** - a named staff member gives an agreed advance cue, offers a visual plan and access to a quiet pause when needed. This illustration is invented for teaching; it is not copied from the child's plan.

What families can take from this

Keep every decision letter; ask what evidence supports the decision; update the account when circumstances change; describe support in observable terms; and check that needs, outcomes and provision align. This example cannot establish what decision is right in a different child's case.

Official guidance and further support

SEND code of practice 0 to 25 and appeal an EHC plan decision. For an editable record, see Looking Glass Care's EHCP Refusal and Support Planner. A free introductory consultation is available through the site.