

# THE 7 DAY EHCP AUDIT CHALLENGE

Discover the Hidden Problems in Your  
Child's EHCP—Just 15 Minutes a Day for  
One Week



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# WELCOME

Most EHCPs are inadequate. But parents don't realize it until it's too late. You finally got the EHCP. You assumed it would fix everything. But months later, your child is still struggling. The provision isn't being delivered. Progress isn't happening and when you challenge it, the school says 'we're doing what the plan says.'

The problem? Your EHCP is probably vague, unenforceable, and full of loopholes that let schools off the hook.

This 7-day challenge will help you spot exactly what's wrong - and what to do about it.

Each day for 7 days, you'll audit one specific section of your child's EHCP. Each audit takes just 15 minutes.

You'll need:

- Your child's current EHCP
- A highlighter or pen
- A notebook for your findings
- 15 minutes of uninterrupted time each day

By Day 7, you'll have a complete action plan for strengthening your child's EHCP

*Kate Dainty*







## DAY 1: SECTION B – SPECIAL EDUCATIONAL NEEDS

### Today's Mission:

Find out if Section B accurately describes ALL your child's current needs – or if critical needs are missing.

#### What to Look For

Ask yourself these questions as you read Section B:

- ☐ Are ALL diagnosed conditions mentioned?
- ☐ Are specific difficulties described (not just labels)?
- ☐ Does it explain how needs affect learning?
- ☐ Are communication needs detailed?
- ☐ Are social/emotional needs included?
- ☐ Are sensory needs described?
- ☐ Does it mention anxiety/mental health (if relevant)?

**RED FLAG: If Section B just lists diagnoses without explaining how they affect your child's learning, it's inadequate.**

#### Common Problems

- Too vague: 'Has difficulties with literacy' vs. 'Has severe dyslexia affecting phonics, spelling, reading comprehension, and written expression'
- Outdated: Describes needs from 2 years ago, not current presentation
- Missing needs: Focuses on academic needs but ignores social/emotional difficulties

**TODAY'S ACTION: In your notebook, list ANY needs that are missing or poorly described.**





## DAY 2: SECTION F – SPECIAL EDUCATIONAL PROVISION

### Today's Mission:

Check if Section F is specific and enforceable – or full of wiggle room that lets schools avoid delivering support.

#### The Specificity Test

For EACH piece of provision in Section F, check if it answers ALL these questions:

- ☐ WHAT? (Exactly what support/intervention)
- ☐ HOW MUCH? (Hours, sessions, frequency)
- ☐ HOW OFTEN? (Daily, weekly, per term)
- ☐ WHO? (Qualified teacher, TA, therapist)
- ☐ WHERE? (1:1, small group, in class)

**If provision doesn't answer all 5 questions, it's too vague to enforce.**

#### Weasel Words to Watch For

These phrases let schools off the hook:

- 'Access to...' – Means nothing. Access doesn't guarantee delivery.
- 'As appropriate...' – Who decides what's appropriate? When?
- 'Support with...' – How much support? From whom?
- 'Regular...' – How regular? Daily? Weekly? Monthly?





## DAY 2: SECTION F – SPECIAL EDUCATIONAL PROVISION

BAD (Too Vague)	GOOD (Specific)
Access to speech and language therapy	2 x 45-minute sessions per week of 1:1 speech and language therapy delivered by a qualified SLT
Small group teaching	Daily literacy intervention in groups of no more than 4 pupils, for 30 minutes, using the Read Write Inc. program, delivered by a trained TA
Support to manage anxiety	Access to designated safe space with named adult for 15-minute check-ins each morning and as needed throughout the day

**TODAY'S ACTION:** Highlight every vague piece of provision in Section F. Count how many don't answer all 5 questions.





## DAY 3: THE MATCHING TEST

### Today's Mission:

Check if Section F provision actually MATCHES Section B needs - or if there are gaps where needs have no corresponding provision.

How to Do The Matching Test

Step 1: Create a two-column list:

- Column 1: Every need from Section B
- Column 2: Provision from Section F that addresses it

Step 2: Look for gaps - needs in column 1 with nothing in column 2.

**EVERY need in Section B must have corresponding provision in Section F. No exceptions.**

Common Gaps

- Social communication needs identified in Section B but no social skills intervention in Section F
- † Sensory needs described but no sensory breaks, equipment, or OT support specified
- Anxiety mentioned but no counseling, safe space, or emotional regulation support
- Physical difficulties noted but no physiotherapy or movement breaks

**TODAY'S ACTION: List every need that has NO provision. These are your biggest EHCP gaps.**



## DAY 4: OUTCOMES – ARE THEY ACHIEVABLE?

### Today's Mission:

Check if the outcomes in Section D are realistic given the provision in Section F.

#### The Reality Check

For each outcome, ask:

- ☐ Is it measurable? (Can you tell if it's achieved?)
- ☐ Is there provision in Section F to support it?
- ☐ Is the timeframe realistic?
- ☐ Does it reflect your child's actual aspirations?

**If outcomes are set too high with inadequate provision, your child is being set up to fail.**

**TODAY'S ACTION:** Note outcomes that seem unrealistic given the provision specified.



## DAY 5: SECTION I – IS THE PLACEMENT RIGHT?

### **Today's Mission:**

Assess if the named placement can actually deliver everything in Section F.

#### Critical Questions

- ☐ Does the school have specialist staff for your child's needs?
- ☐ Can they deliver ALL the provision in Section F?
- ☐ Is your child making progress there?
- ☐ Are they actually DELIVERING the provision?
- ☐ Is placement breakdown happening (exclusions, part-time timetable)?

**TODAY'S ACTION: If placement isn't working, start researching alternatives NOW.**





# DAY 6

## DAY 6: THE DELIVERY CHECK

### Today's Mission:

Check if provision is actually being delivered as the EHCP says it should be.

#### Evidence Gathering

Ask the school for:

- Timetable showing when provision is delivered
- Records of therapy sessions
- Evidence of interventions being used
- Qualifications of staff delivering provision

If they can't provide evidence, the provision probably isn't happening.

### TODAY'S ACTION: Email school requesting evidence





## DAY 7: CREATE YOUR ACTION PLAN

### Today's Mission:

Pull everything together into a strategic action plan.

### Review Your Findings

Look back at your notes from Days 1-6 and categorize problems:

Category 1: Missing Needs

Needs that should be in Section B but aren't.

Category 2: Vague Provision

Provision in Section F that needs to be more specific.

Category 3: Provision Gaps

Needs in Section B with no matching provision in Section F.

Category 4: Delivery Failures

Provision that's specified but not being delivered.

### Your Next Steps

If you found problems (most parents do), you have three options:

Option 1: Request Annual Review

If the annual review is coming up anyway, prepare thoroughly to request amendments. Use this audit as your evidence.





## DAY 7: CREATE YOUR ACTION PLAN

### Option 2: Request Emergency Review

If provision isn't being delivered or placement is breaking down, request an emergency review NOW.

### Option 3: Build Tribunal Case

If the LA refuses needed amendments, prepare for tribunal appeal. This audit is the foundation of your case.

## What Happens Next?

You've completed the audit. You know what's wrong. Now comes the hard part: fixing it.

Most parents get stuck here. They know the EHCP is inadequate but don't know:

- How to request specific amendments
- How to prepare for annual reviews
- What to do when the LA refuses
- How to appeal to tribunal

That's Where The SEN Advocate Can Help. Get on touch today at [www.thesenadvocate.com](http://www.thesenadvocate.com)