

Welcome!

Shaping the future of EHCPs

This slide deck and a recording of this webinar will be available post event

‘Collaborative learning in SEND isn't just about sharing what we know, it's about weaving together our collective experiences to strengthen our practice and create meaningful change in the lives of children and young people.’

Agenda for this afternoon

- Intro from Phil Stock Invision360 CEO and Founder
- Andre Imich OBE
- Abigail Hawkins
- Interactive session
- Survey & closing from Phil



A background to who we are

20+

SEND experience:

Our CEO has more than *20+ years experience* in the LA SEND sector

6+

Award winning software:

6+ Award winning SEND quality assurance and AI powered EHCP drafting modules

5+

Industry experience:

Invision360 has *5+ years experience* providing software to LAs to quality assure EHCPs

50+

Proven results:

Invision360 QA software has been implemented by *50+ LAs* nationally



Our journey



Referenced by
Ofsted and CQC
in local area
SEND inspections



Passionate about
improving outcomes
for children and
young people



Award winning
software in the
local authority
SEND sector



Supporting SEND
with a smarter,
faster and completely
secure solution





Welcome Andre Imich OBE

SEN and Disability Specialist Adviser, AI SEND Advisory Services

The potential benefits and challenges of moving to a standardised EHC Plan

Tuesday 23 September 2025

André Imich,

SEN and Disability Specialist Adviser, AI SEND Advisory Services

History

- 1996 Education Act, Regulation 16, Schedule 2 – A Statutory Template for all Statements of Special Educational Needs
- Included as an Appendix to the Code.
- 2011-2014 – Each of 20 Pathfinders developed and trialled an assessment process; a single, joined up EHC plan.
- 2014 – Pathfinders concluded that local area developed EHC plans were more responsive to local needs and circumstances.

Since 2014: Issues with some formats

- Experience of issuing probably one million EHC plans.
- At least 154 different formats - different sizes and shapes.
- Missing out complete sections.
- Using the letters required by the Code, but content of the sections not matching that required by Code.
- Putting several sections together (often E, F, G, H1, H2) and not labelling the different elements or not labelling them clearly enough.
- Using an additional section on Resources/ Funding as a substitute for specified and quantified provision in Section F.
- Lack of specificity and/ or quantification in Sections F, G, H1 or H2.

DfE SEND and AP Improvement Plan 2023

We will:

- work with stakeholders to deliver a standard EHCP template, with supporting processes and guidance from 2025.
- now start work on a national EHCP template, supported by guidance, in partnership with relevant bodies, including parents, children and young people.
- encourage all local authorities to adopt the template and consider the case for mandating its use through legislation.

Benefits of a Single Template (I)

- **Increased Clarity and Consistency** - Ensures that EHCPs contain the same essential information, making them easier to understand for everyone involved. Would reduce confusion and ambiguity, leading to a more streamlined process.
- **Enhanced Portability and Continuity** - When a child moves between LAs, a standardised EHCP would make it easier for the new LA to understand the child's needs and the support they require.
- **Improved Communication and Collaboration** - Could facilitate better communication and collaboration between different agencies and individuals involved with a child, leading to a more coordinated and effective approach to supporting the child's needs.

Benefits of a Single Template (II)

- Reduce the **administrative burden** associated with EHCPs
- A **more collaborative and less adversarial system**, minimising the potential for **conflict** between families and LAs.
- **More Efficient Use of Resources** - Streamline the EHCP process, potentially reducing the time and resources required to develop and manage plans, thereby freeing up resources that could be used to provide more direct support to children and young people with SEND.
- Protects the **credibility** of the LA.

Challenges

- EHC plans are hard to write - must be accompanied by clear guidance, exemplars, and training and support.
- EHC plan template does not solve the problem that an EHC plan can only ever be as good as the advice received during the assessment - need templates for professional information and advice.
- Biggest challenge – moving from the current LAs EHC plan format to the new national template – avoid a repeat of conversion from statement to EHC plan 2014-18.

Conclusions

- Benefits of a single template far outweigh the drawbacks.
- If government decision is to move away from a locally produced template, no benefits in producing 9 regional templates.
- If government decision is to remain with locally produced templates, there could be benefits in regions deciding to produce a regional template.

Thank you



Questions, Comments?



Welcome Abigail Hawkins

Experienced SEN Consultant and founder of the renowned
SENSible SENCO community



THE BENEFITS OF A STANDARDISED EHCP TEMPLATE

A BRIEF 10-MINUTE PRESENTATION THROUGH THE LENS OF A SENCO

Exploring how regional or national standardisation can transform outcomes for pupils, families, and schools whilst reducing administrative burden and improving educational equity.

WHY STANDARDISED EHCPS HELP EVERYONE

A SENCO'S PRACTICAL PERSPECTIVE

As a practising SENCO who writes, quality assures, and lives with EHCPs daily, the case for a regional or national template isn't ideological—it's operational. A consistent structure dramatically improves clarity for families, ensures equity across local areas, and boosts efficiency for schools and services.

The legal duties under the Children and Families Act 2014 remain unchanged. The template simply helps everyone meet them more reliably, reducing confusion and ensuring no child's needs are overlooked due to formatting inconsistencies.

CLARITY

Families understand where to find key information

EQUITY

Consistent quality across all local areas

EFFICIENCY

Less time on admin, more on supporting pupils

THE SENCO'S DAILY REALITY

SENCOs juggle assessments, provision mapping, reviews, timetables, and multi-agency coordination daily. EHCPs arrive in vastly different shapes and lengths, sometimes missing crucial elements or housing them in unexpected places.

MULTIPLE FORMATS

Every local authority uses different templates, layouts, and terminology, creating unnecessary complexity

VARIABLE QUALITY

Some plans are comprehensive and clear, whilst others lack detail or logical structure

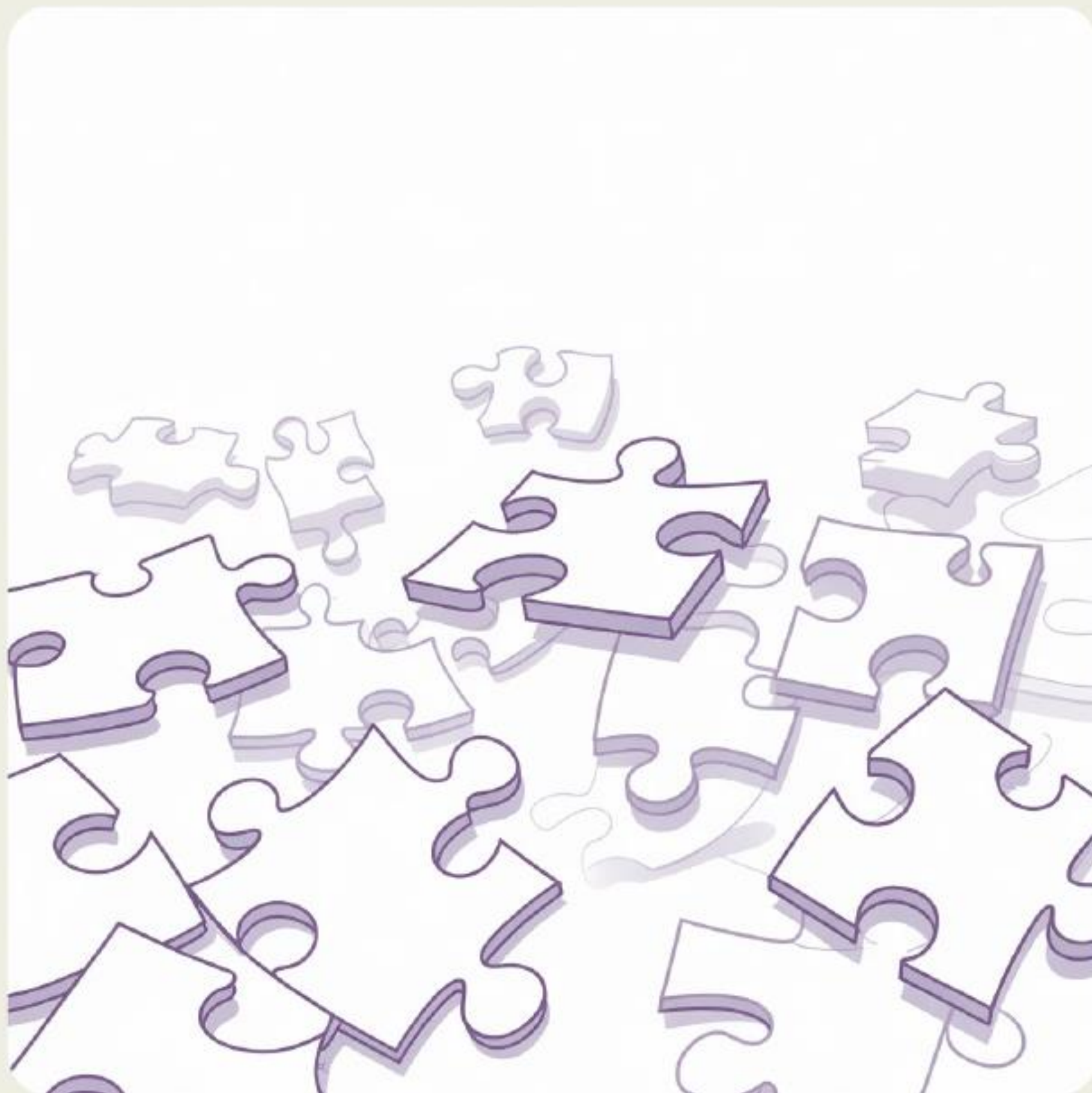
TIME PRESSURE

Minutes spent deciphering formats are minutes not spent supporting pupils who need it most

This variation slows interpretation, complicates staff briefings, and increases the risk of overlooking a need or provision.



THE PATCHWORK PROBLEM



SAME LAW, DIFFERENT PAPERWORK

The Children and Families Act 2014, associated Regulations, and the SEND Code of Practice set a clear framework. Yet implementation looks dramatically different across local areas.

Some plans are highly readable and outcomes-centred, whilst others are provision-listed but outcome-light. When pupils transfer between schools or local authorities, staff must re-learn entirely new formats.

Parents experience wildly different processes for the same statutory entitlement, whilst staff waste precious hours translating layouts rather than discussing educational impact.

WHAT STANDARDISATION ACTUALLY MEANS

A standardised template doesn't mean identical pupils or cookie-cutter provision. It means creating a consistent, logical skeleton that benefits everyone involved.



COMMON SECTIONS

Needs, outcomes, provision, responsible parties, quantified resources, and review arrangements presented in familiar order with consistent headings

The template ensures plans read well for humans whilst integrating seamlessly with digital systems.



SHARED LANGUAGE

Common definitions and terminology that everyone understands, reducing misinterpretation and confusion



INTEROPERABLE DATA

Fields designed for both narrative clarity and structured data integration with school MIS and health/social care systems



TRANSFORMING THE FAMILY EXPERIENCE

ENHANCED CLARITY

Parents shouldn't need to be document specialists. A shared template allows them to recognise immediately where to find needs, outcomes, and provision. No more hunting through unfamiliar layouts for crucial information about their child's education.

SEAMLESS PORTABILITY

When families move, staff in new settings can navigate the plan immediately. No learning curve, no delays in understanding needs, and no risk of overlooking important provisions during transitions.

BUILDING TRUST

Consistency builds confidence that the process is fair, transparent, and comparable. It reduces the sense that outcomes depend on postcode lottery or the quirks of a particular local authority's template.

REVOLUTIONISING SENCO WORKFLOW



FROM CHAOS TO CLARITY

A common layout dramatically shortens the journey from plan to practice. Teachers receive consistent one-page profiles distilled from identical sections every time, making briefings swift and comprehensive.

- **Quicker briefing:** Staff understand exactly where to find key information
- **Better provision mapping:** Outcomes link clearly to provision and success measures
- **Stronger reviews:** Everyone knows where evidence of impact sits
- **Streamlined training:** New staff learn one system, not dozens

Fewer administrative hours lost to formatting means more time for what matters: supporting pupils to achieve their potential.

SYSTEM-WIDE BENEFITS

FOR LOCAL AUTHORITIES AND PARTNERS

01

ENHANCED QUALITY ASSURANCE

Local authorities can quality assure more reliably when plans share identical structure, headings, and minimum content standards

03

FAIRER RESOURCE DECISIONS

Easier to demonstrate parity in decision-making when format variations don't cloud judgement

Disagreements focus on substance rather than layout, leading to more productive discussions about meeting children's needs.

02

MEANINGFUL BENCHMARKING

Data across cohorts becomes genuinely comparable, enabling pattern spotting and more intelligent commissioning decisions

04

SCALABLE TRAINING

Training for new case officers or SENCOs becomes more efficient when templates are predictable and consistent

THE DIGITAL REVOLUTION

Standard fields unlock powerful digital capabilities that reduce workload whilst improving accuracy and accessibility.



REDUCED DUPLICATION

Schools pull outcomes and provision directly into MIS, timetables, and provision maps, eliminating manual re-entry and reducing errors



API-READY INTEGRATION

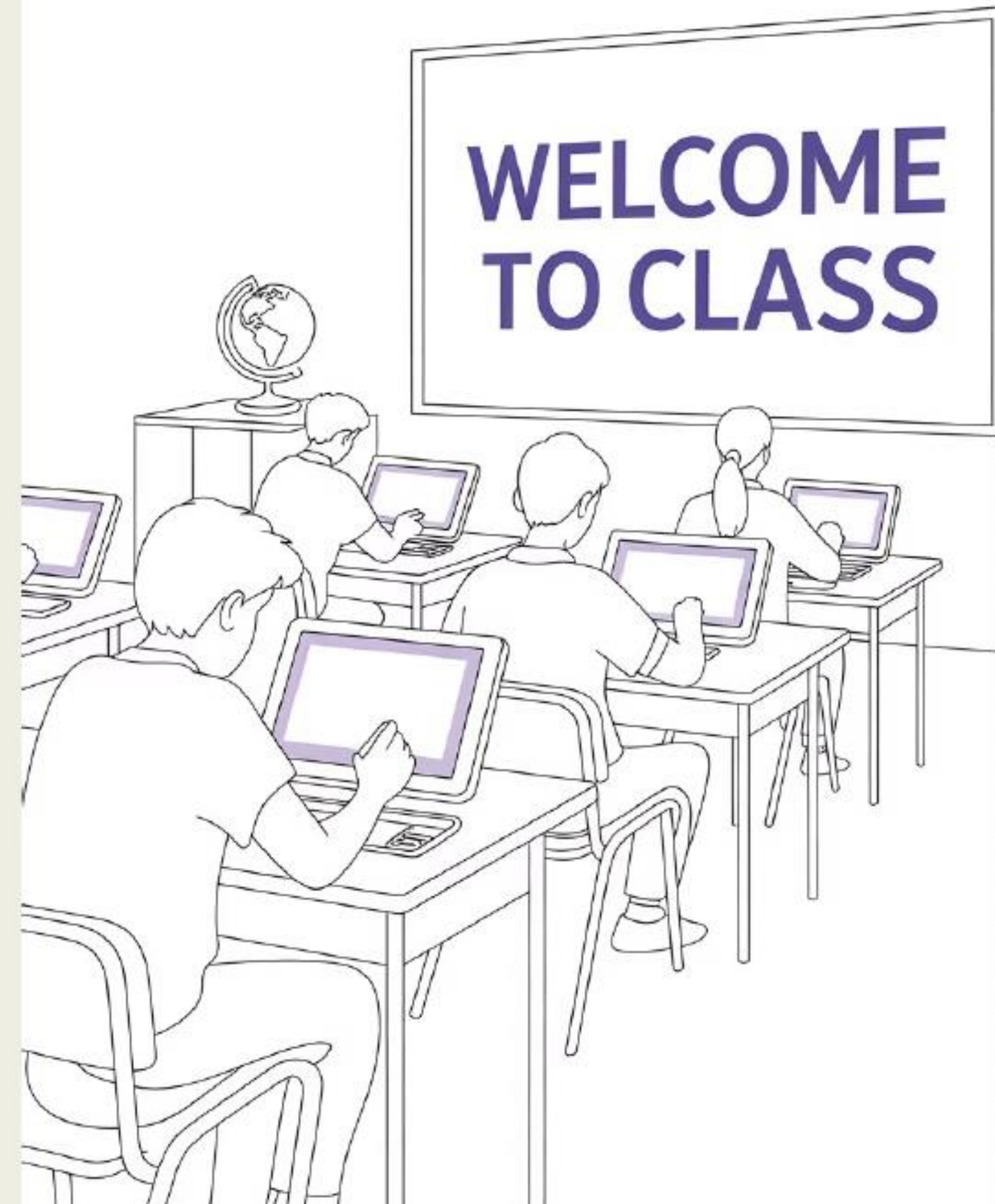
Health and social care align their sections seamlessly, supporting genuinely integrated multi-agency planning



UNIVERSAL ACCESS

Templates designed from scratch to work with screen readers and export cleanly to accessible PDFs and parent-friendly summaries

Data standards unlock dashboards that track outcomes automatically, ending the era of manual spreadsheet gymnastics.



PRESERVING WHAT MATTERS MOST



SAFEGUARDS AND FLEXIBILITIES

A standard template must never flatten individuality or compromise person-centred planning. The design preserves what's crucial whilst adding structure.

"The template must define minimum content rather than maximum word counts. Clarity and flexibility can coexist."

- **Person-centred focus:** Pupil voice and family context remain central
- **Flexible narratives:** Complex cases get additional space when needed
- **Local customisation:** Pathways and contacts sit in configurable sections
- **Reasonable adjustments:** Template adapts to individual circumstances

WHAT GOOD LOOKS LIKE

A strong template ensures every element connects logically, creating a living document that drives practice rather than gathering digital dust.

CLEAR OUTCOMES

Each need links to specific, measurable outcomes that guide daily practice

1

2

3

REVIEW-READY EVIDENCE

Annual reviews prompt impact evidence, not just activity updates

QUANTIFIED PROVISION

Every outcome connects to provision that's specified, quantified, and time-bound

MY WISH FOR THE PATH FORWARD

The next step is straightforward: agree a shared template with mandatory sections and definitions, publish it with exemplars, and align digital tools. Together, we can transform EHCPs into living documents that drive excellent practice and secure better outcomes for every child with SEND. It is a LIVING document not a dusty relic.

- 👍 Collaborating to design templates that put children first whilst supporting the professionals who serve them.



Q&A

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Invision360 Webinar Sep 2025

Philip Stock
CEO & Founder
Invision360



Visit us at invision360.com





Introduction

Invision360

Background in auditing the quality of EHCPs

Working to recognised best practice standards

Vita

Best practice EHCP template

Interactive session





Section F

75% compliant (3/4)

Rating :

Gold

Silver

Bronze

Significant gap

100%

+ Add additional comments on this theme

QA Criteria

What does 'good' look like?

Provision is given for each and every need specified in section B



Criteria met



The section clearly describes what special educational provision the C/YP will receive



Criteria met



The section clearly states who will deliver the provision and their level of expertise



Criteria met



The section clearly states when and how often the provision will be delivered, where this detail could reasonably have been provided

Select...



If the C/YP is in or beyond Year 9, Section F includes provision to assist the C/YP in preparation for adulthood and independent living



Select...



Next section →



Summary

88.89% compliant (8/9)

The overall grade for this plan, based on your selections: Bronze



Section A

100% compliant (1/1)

Silver



Section B

100% compliant (1/1)

Bronze



Section C

Not applicable



Section D

Bronze



Section E

100% compliant (1/1)

Gold



Section F

75% compliant (3/4)

Gold



Section G

Not applicable



Section H1

Not applicable



Section H2

Not applicable



Section I

100% compliant (1/1)

Silver



Review

Submit →

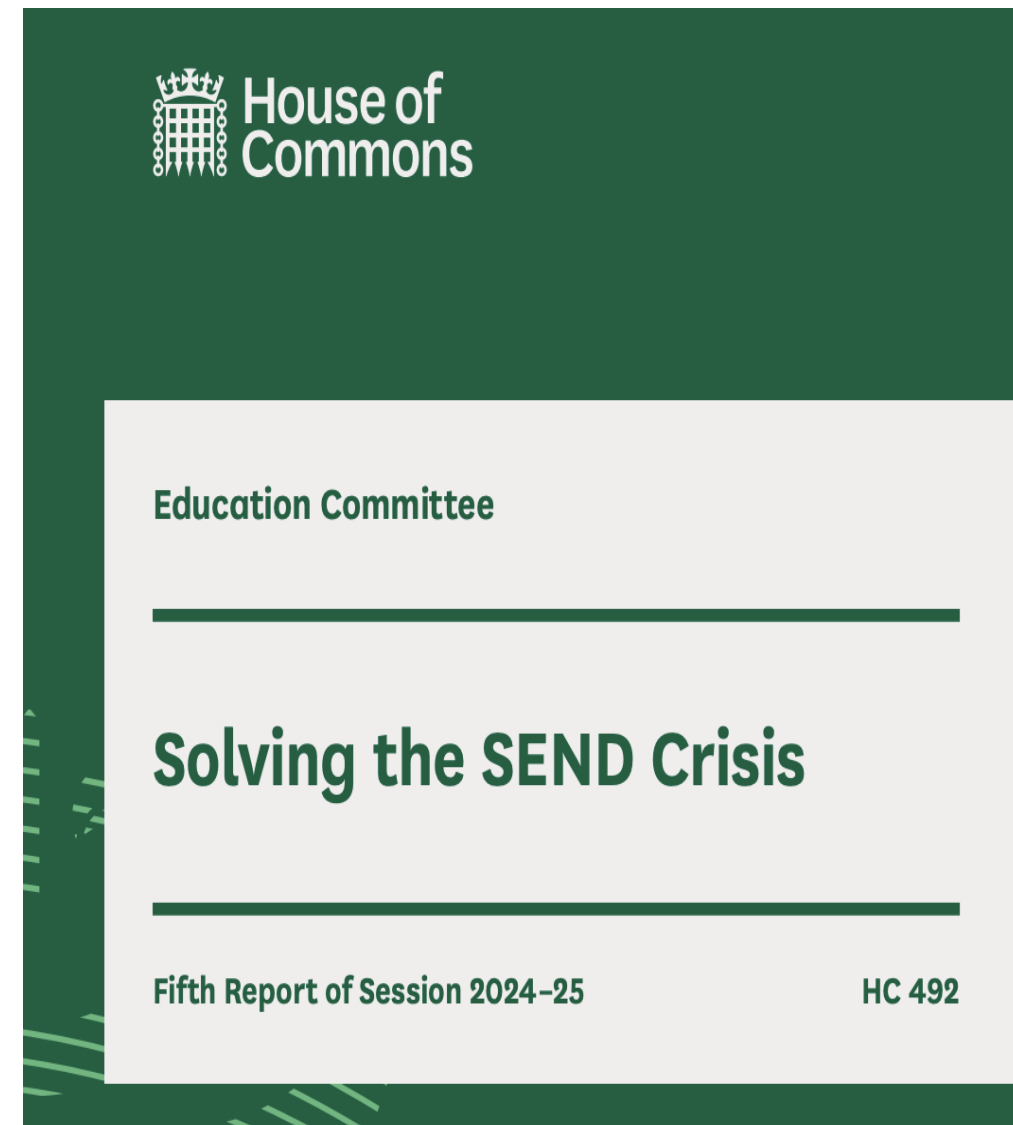
SW Schools Week
Restrict EHCPs to pupils with most severe needs - de Souza

Report calls for education, health and care plans to be split into three tiers of support

Sep 8th (195 kB) ▾



<https://schoolsweek.co.uk/restrict-ehcps-to-pupils-with-most-severe-needs-says-childrens-commissioner/>



<https://committees.parliament.uk/publications/49536/documents/264041/default/>


Special Needs Jungle

3d • 🌐



NEW POST: Artificial Intelligence is increasingly becoming an everyday tool. Now it's being trialled and used by local authorities to write EHCPs. Matt Keer investigates if AI-EHCPs are a good thing and how issues of data protection are being handled.
<https://www.specialneedsjungle.com/risks-benefits-artificial-intelligence-power-ehcps/>



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Education Committee: Strengthen inclusion—but don't dilute SEND legal entitlements (Sep 2025)

"Change is not optional—it is urgent and essential. The Department for Education must act decisively, working across government and with all stakeholders including children with SEND and their families to deliver a SEND system that is inclusive, fair, and fit for the future.....We must not wait another decade to make that a reality."

"The SEND reforms must not be based on any withdrawal of statutory entitlements for children and young people with SEND. The DfE must instead set out plans for reform which increase accountability across the whole of the SEND system, so that many more parents and carers can be confident that their children's needs will be met regardless of whether they have a diagnosis or EHC plan."



SEND and Alternative Provision Improvement Plan

The SEND and Alternative Provision **Improvement Plan** was published by the DfE in March 2023. It set out the plans for change to the SEND and AP system in England.

SENDAP Change Programme Partnership (CPP)

The SEND and AP CP was a national DfE programme which was scheduled to run from September 2023 until August 2025.

x32 LAs were part of the CPP with funding from the DfE

Part of this programme was to develop and pilot a national, digital EHCP template



EHCP templates

Potential options

Localised

Each individual LA has their own EHCP template

This is the current system implemented

Regional

A group of LAs within one region share the same EHCP template

There are x9 regions in England

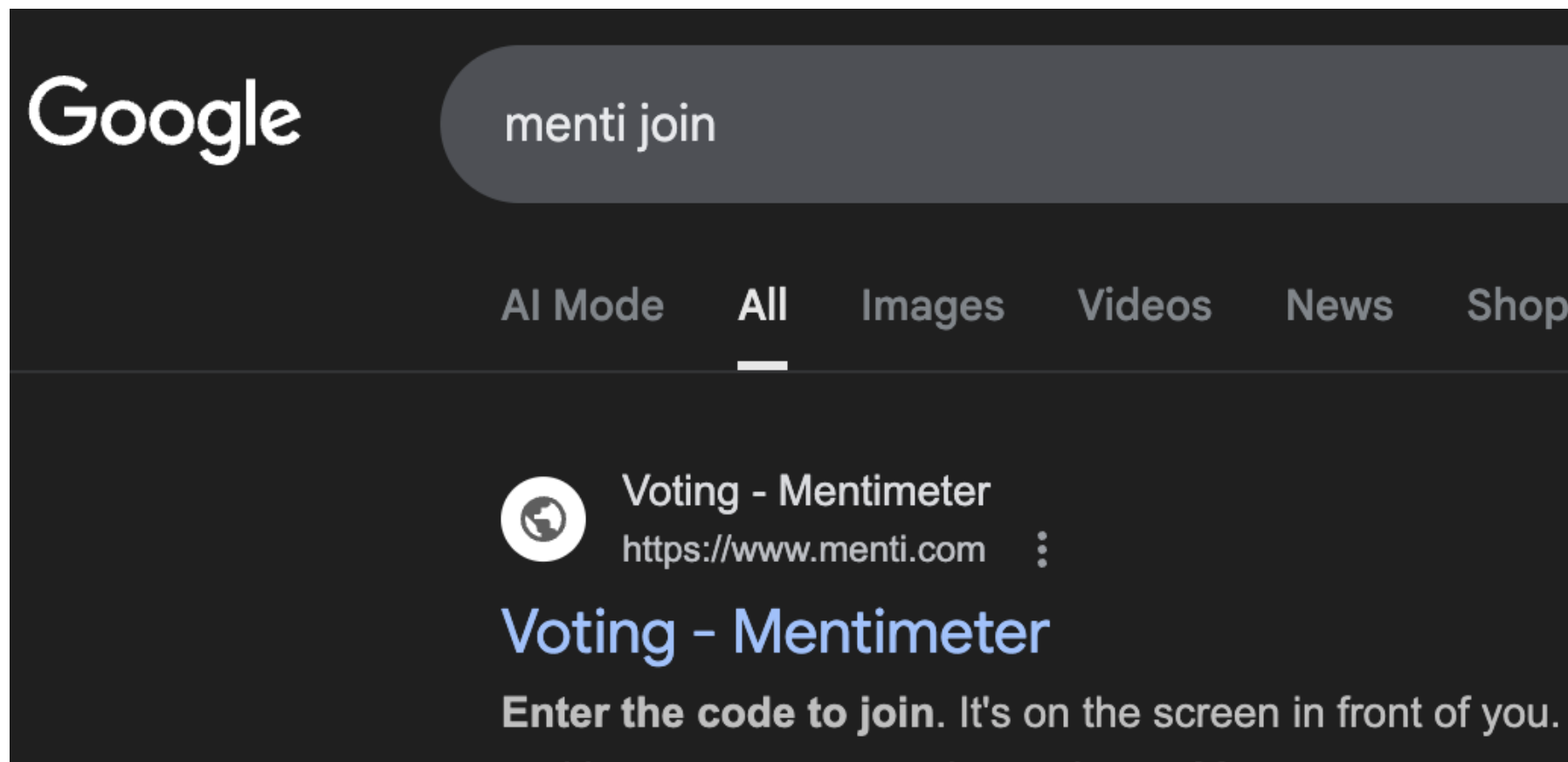
National

All LAs across England utilise the same best practice EHCP template

There are 153 LAs nationally

Your views - Interactive Task – Menti

Code: 1506 8165



<https://www.menti.com/al3x7oth3hqm>



Enter the code to join

It's on the screen in front of you

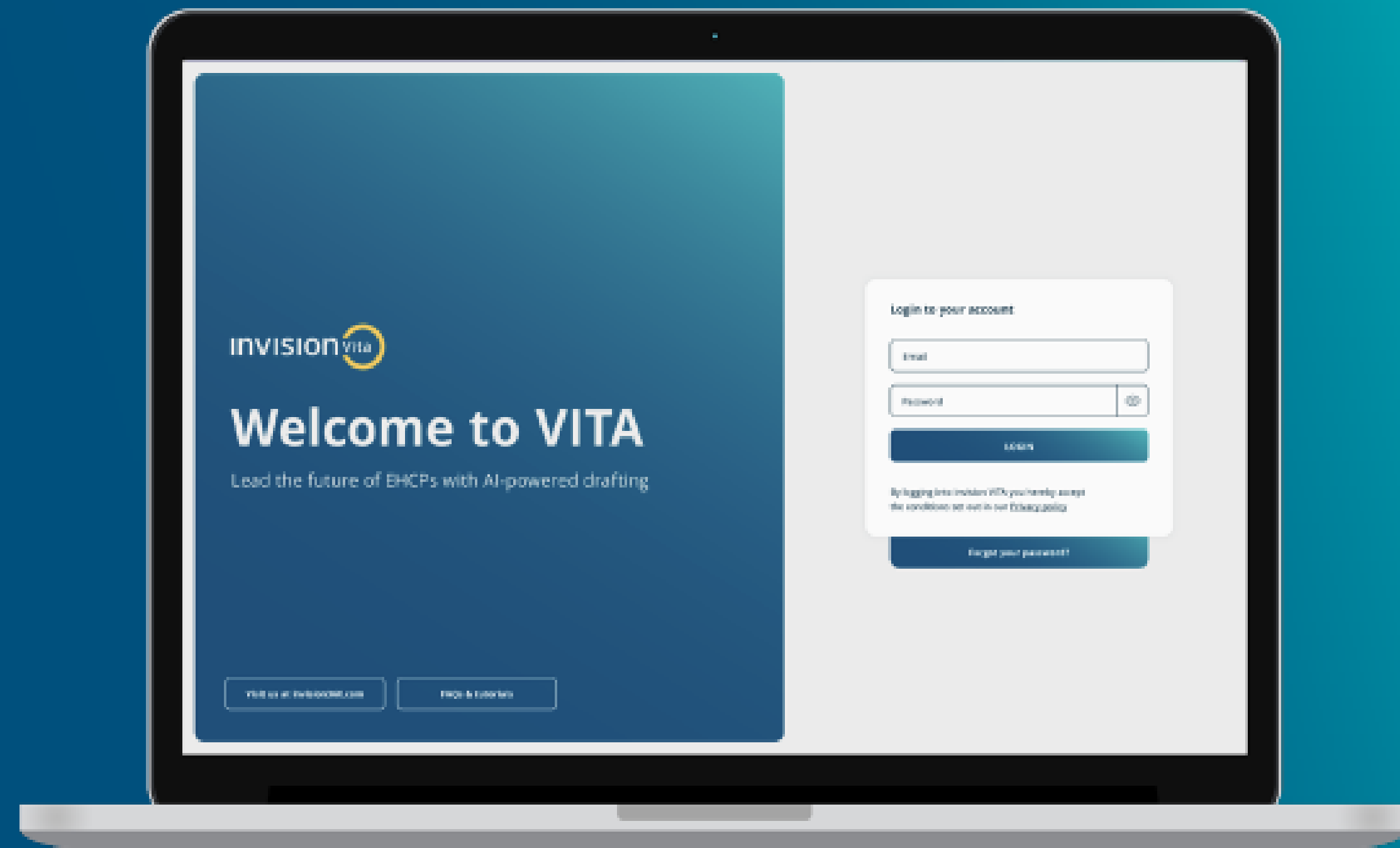
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Join



Vita

- A generative AI platform to help develop high quality and consistent EHCPs by supporting the drafting element of the EHCP process
- Pilot phase completed in summer 2025
- Working with LA communities across the country
- Plans to evolve Vita further



invisionVita

Local Authority

Alfie Pitt's

Education Health and Care Plan

Child or young person’s personal details.

Name	Alfie Pitt
Preferred name	Alfie
Date of Birth	25/06/2016
Sex	Male
Ethnicity	English, Welsh, Scottish, Northern Irish or British
Child or young person’s first language	English
Parent or carer 1’s first language	English
Parent or carer 2’s first language	English

Local Authority

Special Educational Needs and Provisions (B-F-E).

Cognition and learning.

The special educational provision made for a child should always be based on an understanding of their strengths. This will help to overcome barriers to learning and participation. More information provided at paragraphs 5.33 of the SEND Code of Practice.

Strengths
1. Alfie demonstrates strong academic potential, particularly in mathematics, and has a wide-ranging understanding of the world around him.
2. Alfie is able to engage with learning that is appropriate for his age and can complete maths tasks in line with age-related expectations.
3. Alfie shows a curious nature and regularly asks questions to deepen his understanding of how things function and why events occur.
4. Alfie is good at solving puzzles and mathematical problems.
5. Alfie shows a notable ability to follow visual instructions and construct intricate Lego models.
6. Alfie is good at recognising numerical and spatial patterns.

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. More information is provided at paragraphs 6.30-6.31 of the SEND Code of Practice.

B. Special Educational Needs	F. Special Educational Provision
E – Outcomes 1. Employment and Higher Education By the end of Key Stage 2, Alfie will be working at age related expectations in reading, writing, and maths. Alfie presents with single-channelled attention – when he is focused on an activity, it can be challenging to redirect his attention to something else. He prefers to finish what he is working on before he can shift his attention to something new. If his attention is interrupted, he can struggle to re-engage. Alfie has difficulty following verbal instructions due	
Alfie requires 15 hours per week of 1:1 TA support in literacy and maths. The TA will facilitate access to learning through the use of: - A visual timetable and visual task planners - Breaking down instructions into smaller chunks	



VITA'S VISION

Passionate about supporting co-production & child-centred EHCPs



All children with an EHCP have a high-quality plan that accurately reflects their individual needs and facilitates the achievement of positive life outcomes



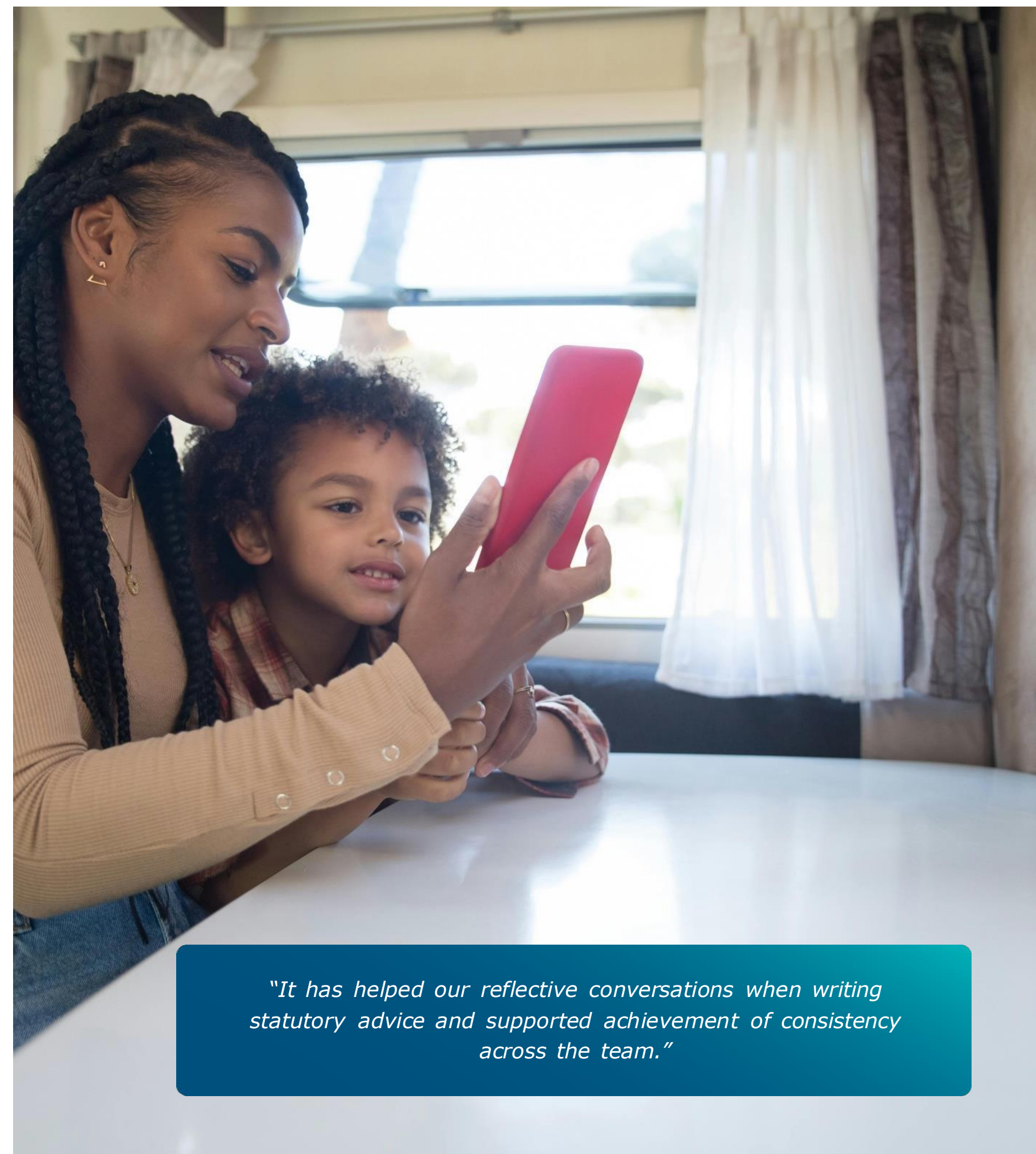
Our commitment is deeply personal, shaped by team members whose own families have journeyed through specialist educational provision



EHCPs are not just documents; they are lifelines - especially for those whose needs are too often overlooked



When used with care, technology becomes more than a tool - it becomes a voice for children who've struggled to be heard



"It has helped our reflective conversations when writing statutory advice and supported achievement of consistency across the team."



WHAT SETS US APART?

Expert SEND insight drives our innovative technology

Shaped by local authorities

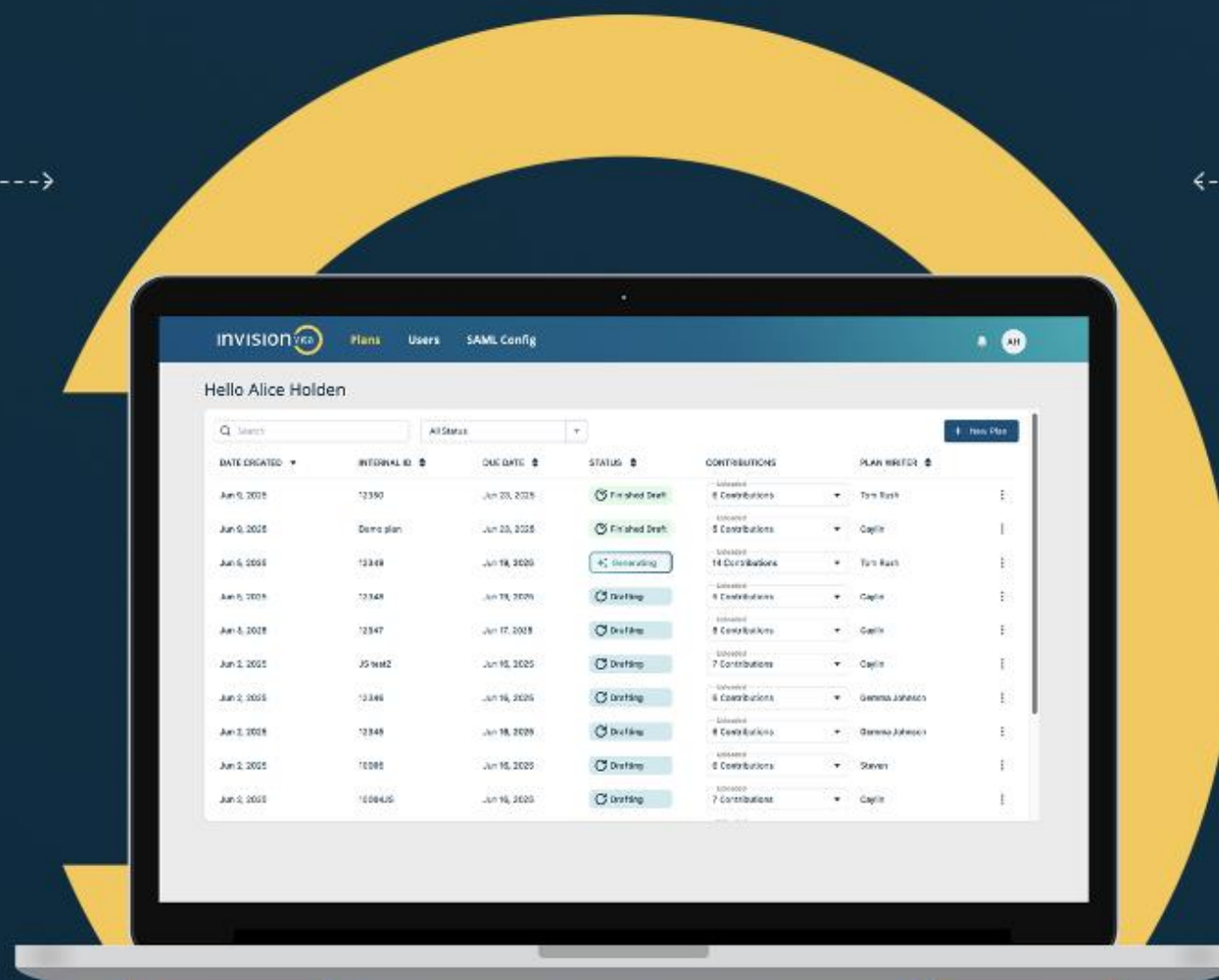
Our comprehensive pilot included *more than 20 local authorities* who helped to shape, develop and test VITA

National expertise

VITA was one of only 2% of projects to successfully attain the **Innovate UK Smart grant**

Best practice

Structured by *nationally recognised best practice*, improving on the EHCP format piloted by the DfE's Change Programme



Quality feedback

Earlier automated QA highlighting where sections can be improved or where information is missing

Community focused

To get VITA right, we worked with professional and parent/carer groups, and young people forums.

Advisory board

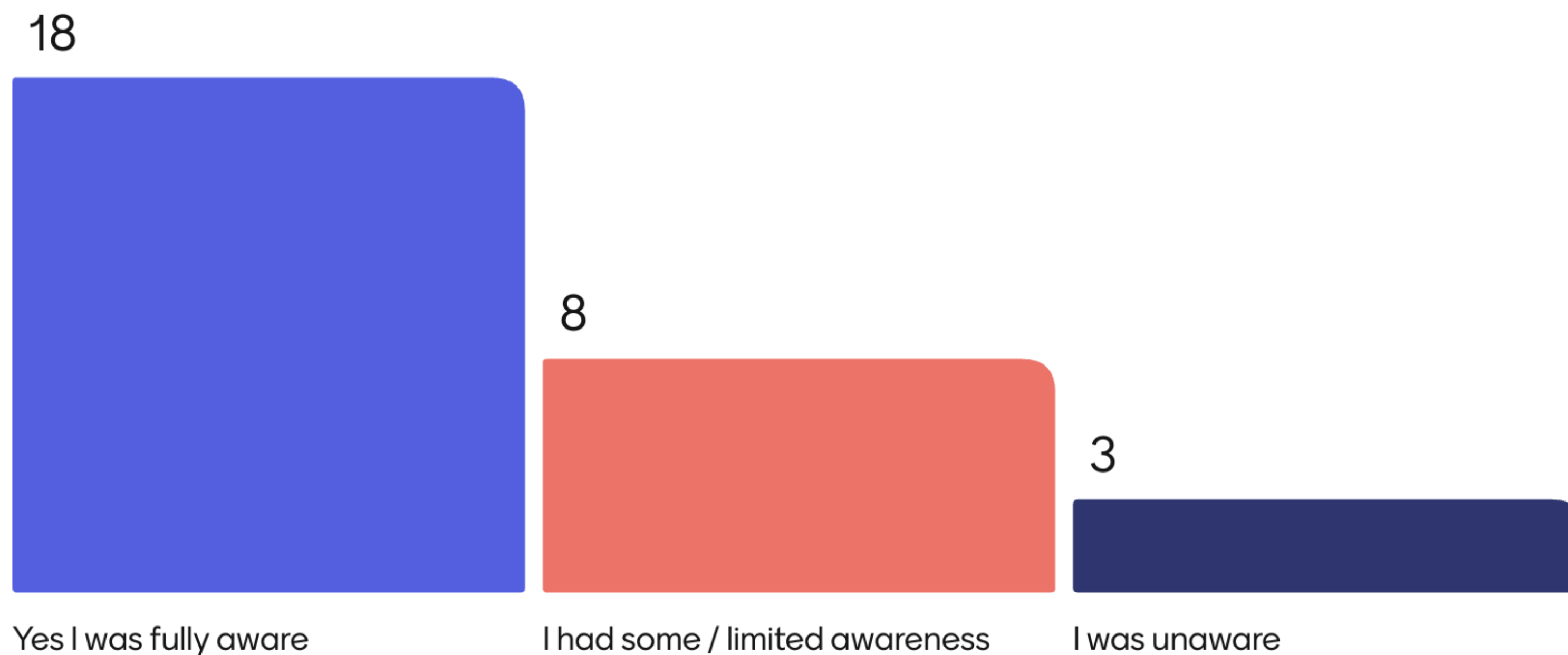
Overseen by an advisory board with *a wealth of SEND experience*, including DfE, DCS, DOE, PCF lead, Coram



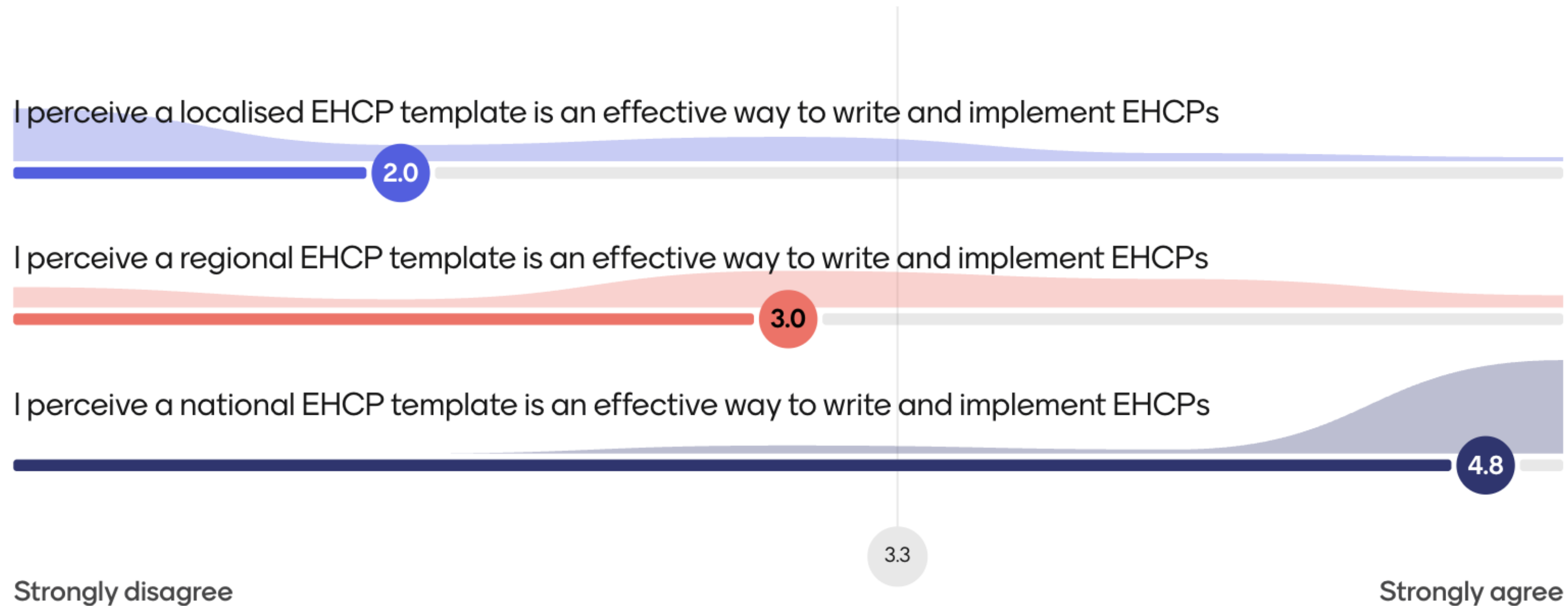
Interactive session

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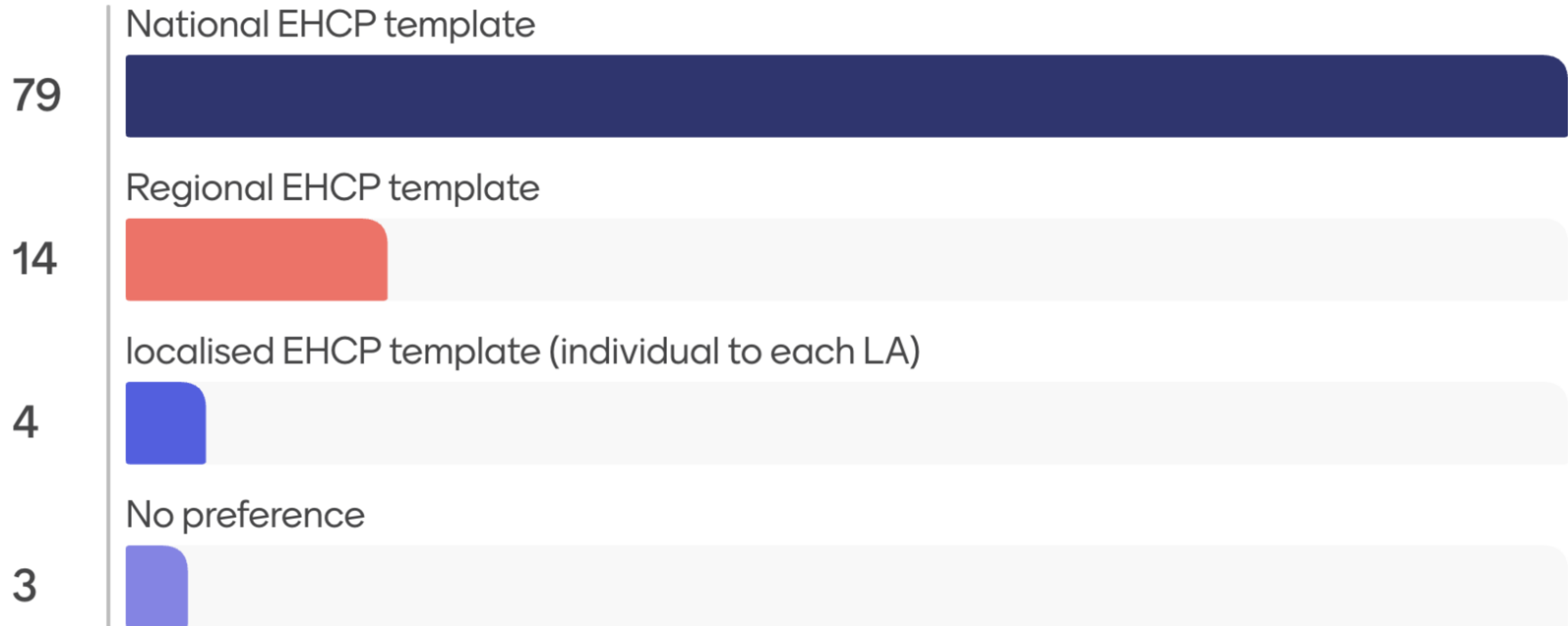
I was aware of the national Change Partner Programme in the SEND sector and that a national EHCP template was being piloted



For the following statements respond using the scale to indicate your views



Indicate your perceptions, / preferences by distributing your 100 points across any combination of the responses below



For the following statements respond using the scale to indicate your views

I perceive a standardised template (across LAs) for the professional advice that informs an EHCP would be a positive and purposeful initiative

4.8

In the interim, prior to having any formally mandated advice templates, it would be positive to have access to 'best practice' examples

4.7

Strongly disagree

4.7
Strongly agree

28





Q&A

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Feedback survey

This slide deck and a recording of this webinar will be available post event



Thanks for coming!

This slide deck and a recording of this webinar will be available post event