

Section F wording checklist

How to tell whether the provision in your child's EHCP is specific enough to be delivered, and what to ask for if it is not.

Section B of an EHCP describes your child's needs. Section F sets out the provision that will meet them. This checklist is about Section F, and about one question: could somebody actually deliver what it says?

The test to apply first

If a new member of staff joined your child's school tomorrow, read Section F, and had to deliver it without asking anyone a single question, could they? If the answer is no, the wording is not specific enough yet.

The four things provision should tell you

In practice that means saying what the support is, how much of it there will be, how often, and who will deliver it, including what training or qualification that person needs.

Check every need has provision

Take a highlighter to Section B, mark every distinct need, and then go through Section F and find the provision that meets each one. Some parents call this the golden thread. Where you find a need with nothing corresponding to it, you have found something concrete to raise.

Phrases worth slowing down for

None of them is banned, and occasionally one is genuinely appropriate. But each one usually means a decision has been left open.

- **Access to.**
- **Opportunities for.**
- **Regular, or ongoing.**
- **As appropriate, or as required, or as needed.**

- **Where possible.**
- **Encouraged to.**
- **Support with.**
- **Staff to be aware of.**
- **May benefit from.**

Notice what they have in common. Every one of them leaves out at least one of: how much, how often, who, and to what standard.

Eight examples, vague and specific

These are constructed examples, not extracts from anyone's plan. Your child's provision will look different, because it should be built from their own needs and the advice about them.

1. Adult support

Vague *Access to adult support in lessons.*

Specific Adult support for 45 minutes in every English and maths lesson, delivered by a teaching assistant who has completed training in [named approach], working to a plan agreed with the class teacher.

2. Speech and language therapy

Vague *Regular speech and language therapy.*

Specific Six sessions per term of 30 minutes, delivered one to one by a qualified speech and language therapist. The therapist to provide a programme for school staff each term, and a trained teaching assistant to deliver that programme for 20 minutes, three times a week, under the therapist's direction.

3. A quiet space

Vague *Access to a quiet space when needed.*

Specific Use of a named low-stimulus room for 15 minutes at the start of each afternoon session, and at any other point on request, supervised by a familiar adult. The room to be available every day, with a named alternative if it is in use.

4. Social communication

Vague *Opportunities to develop social skills.*

Specific A structured social communication group of no more than four pupils, 40 minutes weekly across the whole school year, led by a member of staff trained in [named programme].

5. Adapting written work

Vague *Work to be differentiated as appropriate.*

Specific Written tasks broken into steps of no more than three instructions at a time, with a visual checklist provided at the start of every extended writing task.

6. Movement and regulation

Vague *Movement breaks as required.*

Specific Movement breaks of five minutes at pre-agreed points in the morning and afternoon, at minimum mid-morning and mid-afternoon, and at other times on request without needing to explain why.

7. Staff knowledge

Vague *All staff to be aware of his needs.*

Specific All staff working with him to receive a 30 minute briefing on his sensory profile and regulation plan at the start of each academic year, and within two weeks of joining, delivered by the SENDCo.

8. Technology

Vague *Access to ICT where possible.*

Specific Use of a laptop with [named software] for all written tasks expected to take longer than ten minutes, available in every lesson, with a charged device provided by the school.

What to ask for if the wording is vague

Ask in writing, and be specific about what is missing.

Section F is too vague is easy to absorb without anything changing. Section F says access to adult support, and I would like it to say how many minutes, in which lessons, and who delivers it, is much harder to leave alone.

Point at the need it is meant to meet.

Quote the wording from Section B and then quote the wording from Section F underneath it. Ask which words in F are intended to meet that need.

Ask where the wording came from.

The people writing plans generally cannot invent provision. They work from the professional advice gathered during the assessment, which sits at the back of the plan. If the advice was vague, Section F will be vague, and the fix is often to go back to the professional who wrote it.

Raise it during the draft stage if you can.

There is a window after a draft plan is issued when you can comment on it, and changes are more straightforward at that point than afterwards. Check the covering letter with your draft for the date you need to respond by.

I am not able to tell you whether a particular plan meets the legal test, and this guide is not legal advice. What I can do is help you see what is missing and put it into words.

If you would like a second pair of eyes on your child's plan, Claire offers reviews at a few different levels. The parent pricing page sets out what each one involves.

sendguidance.co.uk/parents/pricing

The full guide, with more detail on each of these: sendguidance.co.uk/hub/what-section-f-of-an-ehcp-should-say