Background pattern

Description automatically generated

**Education, Health and Care Plan**

**Quality Assurance Framework**

**Introduction**

This Education Health and Care Plan (EHC Plan) Quality Assurance Framework describes the processes used to evaluate how effectively multi-agency processes and procedures are being implemented to ensure that:

* EHC Plans are up to date and reflect the last annual review, where appropriate
* EHC plans are of high quality, written in plain English and are easy to understand
* EHC Plans identify the child’s voice and their aspirations for the future
* EHC Plans set out SMART (specific, measurable, achievable, realistic and timely) outcomes
* EHC Plans include appropriate health and social care information
* We are compliant with the SEND Code of Practice

**Qualitative audit process**

Audits will be completed by a multi-agency group made up of education, health and care professionals on a quarterly basis.

An agreed number of the following thematic cohorts of EHC Plans will be audited:

* New EHC Plans within the last 12 months
* Looked after children
* Child in Need
* Child Protection
* Early years children (0-4 years)
* Pre-16 mainstream primary and secondary schools
* Post-16 mainstream primary and secondary schools
* Pre-16 special primary and secondary schools
* Post-16 special primary and secondary schools
* Children currently out of education (excluded, not engaging or ill)

An overview report of audit findings will be reported to the SEND Strategy Group every 6 months. The report will identify:

* Areas of strengths and weaknesses
* Good practice which should be shared/celebrated
* Areas for improvement and development
* A list of EHC Plans deemed to require improvement or inadequate which will be referred for action (if appropriate) to the relevant agency or service.

**Qualitative audit workflow**

**EHCP randomly selected for audit**

**Referred for action to the appropriate organisation or service**

**Inadequate**

**Fails the quality standards across the standards**

**EHCP evaluated against Quality Standards**

**Judgement Criteria**

**Outstanding**

**Meets all or the majority of the quality standards**

**Good**

**Meets most of the quality standards**

**Requires improvement**

**A significant number of standards are not met**

**The Quality Standards**

**Quality Standard One** – The plan clearly records the views, interests and aspirations of the child, young person, their parents and carers and these are (a) fully represented within the plan and (b) inform the outcome of the plan.

**Quality Standard Two** – Plans are clear, concise, understandable, accessible and outcomes are SMART. In addition, they should be aspirational, person centred and identify prior attainment.

**Quality Standard Three** – Plans are holistic, all agencies involved with the child, young person, their parents and carers have contributed to the plan within timescales.

**Quality Standard Four** – Plans are focussed on individual special educational needs and not medical diagnosis, highlight strengths and capabilities as well as the need for support or intervention.

**Quality Standard Five** – Plans specify the provision required and how education, health and care services will work together to meet the child or young person’s needs and support the achievement of the agreed outcomes, including transition planning.

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| **Judgement** | **Description** |
| **4 = Outstanding** | Information can be seen with clarity and detail. Language is easily understandable by all document users. Outcomes are CLEAR, ASPIRATIONAL and linked to information provided. The child/ young person and parent’s voice and their wishes and feelings are visible throughout the plan |
| **3 = Good** | Information can be seen with some clarity and detail. Language is understandable by all document users. Outcomes are clear. The child/ young person and parent’s voice is evident in some areas of the plan. |
| **2 = Requires Improvement** | Information can be seen but is lacking in clarity and detail. Language is understandable by all document users in some areas. Outcomes need some clarity and detail adding. The child/ young person and parent’s voice is only evident in some areas of the plan. |
| **1 = Inadequate** | Information is missing and/or is lacking a lot of clarity and detail. Language is not understandable by all. Outcomes need a lot of detail adding. The child/ young person and parent’s voice is not evident in the plan. |

**EHCP Quality Assurance Checklist**

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| **Section A** | |
| 1A. Are the child’s aspirations and goals for the future identifiable? | Yes/No |
| 2A. Is a summary of the child’s history included? (eg birth trauma, disordered early development, parental impact on the child) | Yes/No |
| 3A. Is it clear how the child communicates? | Yes/No |
| Additional Notes |  |
| **Section B** | |
| 1B. Are the child’s identified special educational needs specified across the four SEN areas (Language, communication and interaction skills; cognition and learning; social, emotional and mental health factors; physical and sensory)? | Yes/No |
| 2B. Is it specified how the child’s SEN impacts on their learning, social skills, behaviour etc? | Yes/No |
| 3B. Are the child’s strengths identified in addition to their needs? | Yes/No |
| 4B. Is it specific, unambiguous and understandable to the parent and learner if applicable?  Lots of professional language and jargon?  Some professional language and jargon?  No jargon | Yes/ No |
| 5B. If the young person is in Year 9 or over, are the needs related to the four Preparing for Adulthood areas:   * Employment * Independent living * Community inclusion * Health | Yes/No |
| Additional Notes (any comments relating to the Quality Standards?) |  |
| **Section E (Education outcomes)** | |
| 1E. Are there outcomes identified for SEN described in section B? | Yes/No |
| 2E. Are the outcomes SMART? (Specific, Measurable, Achievable, Realistic, Timebound) | Yes/No |
| 3E. Are any of the outcomes provision? | Yes/No |
| 4E. Does the action plan in the appendix make clear the difference between long-term and short-term outcomes? | Yes/No |
| 5E. If the young person is in Year 9 or over, are the outcomes related to the four Preparing for Adulthood areas:   * Employment * Independent living * Community inclusion * Health * Hopes for the Future | Yes/No |
| Are the outcomes and provision clearly linked? | Yes/ No |
| Do the outcomes and provision relate to the identified primary need? | Yes/ No |
| Additional Notes (any comments relating to the Quality Standards?) |  |
| **Section F** | |
| 1F. Is provision identified for all areas of SEN and outcomes identified? | Yes/No |
| 2F. Is provision specified and quantified? (words such as ‘should’ ‘may’ and ‘benefit from’ should not be used) | Yes/No |
| 3F. Has any provision for health needs which educates the child e.g. therapies, been included if there is a need identified? | Yes/No |
| Additional Notes (any comments relating to the Quality Standards?) |  |
| **Section C** | |
| 1C. Are health needs identified non-educational? | Yes/No |
| 2C. If there is a medical condition/diagnosis, is it clearly explained so that it can be easily understood? | Yes/No |
| Additional Notes (any comments relating to the Quality Standards?) |  |
| **Section E (Health outcomes)** | |
| 1EH. Are there outcomes identified for health needs described in section C? | Yes/No |
| 2EH. Are the outcomes SMART? (Specific, Measurable, Achievable, Realistic, Timebound) | Yes/No |
| 3EH. Are any of the outcomes provision? | Yes/No |
| Additional Notes (any comments relating to the Quality Standards?) |  |
| **Section G** | |
| 1G. Is provision identified for all health needs and outcomes identified? | Yes/No |
| 2G. Is provision specified and quantified? (words such as ‘should’ ‘may’ and ‘benefit from’ should not be used) | Yes/No |
| 3G. Is it specific which health providers are involved? | Yes/No |
| 4G. Has the annual health check been completed and recorded in the plan (age 14+) | Yes/No |
| Additional Notes (any comments relating to the Quality Standards?) |  |
| **Section D** | |
| 1D. If there are social care needs identified, do they relate to the child’s SEN or are they needs which require provision for a child under 18 under Section 2 of the Chronically Sick and Disabled Person’s Act 1970? | Yes/No |
| 2D . Has the child/ young person’s care plan or adult care and support plan been integrated into the EHCP? | Yes/No |
| Additional Notes (any comments relating to the Quality Standards?) |  |
| **Section E (Social care outcomes)** | |
| 1ESC. Are there outcomes identified for social care needs described in section D? | Yes/No |
| 2ESC. Are the outcomes SMART? (Specific, Measurable, Achievable, Realistic, Timebound) | Yes/No |
| 3ESC. Are any of the outcomes provision? | Yes/No |
| Additional Notes (any comments relating to the Quality Standards?) |  |
| **Section H1** | |
| 1H1. Is provision identified for all social care needs and outcomes identified under Section 2 of the Chronically Sick and Disabled Person’s Act 1970? | Yes/No |
| 2H1. Is provision specified and quantified? (words such as ‘should’ ‘may’ and ‘benefit from’ should not be used) | Yes/No |
| Additional Notes (any comments relating to the Quality Standards?) |  |
| **Section H2** | |
| 1H2. Is provision identified for all social care needs and outcomes identified which do not relate to the child’s SEND? | Yes/No |
| 2H2. Is provision specified and quantified? (words such as ‘should’ ‘may’ and ‘benefit from’ should not be used) | Yes/No |
| Additional Notes (any comments relating to the Quality Standards?) |  |
| **Section I** | Yes/No |
| 1I. If the plan is final, is the correct school and type of school inserted? | Yes/No |
| Additional Notes (any comments relating to the Quality Standards?) |  |
| **General** | |
| Is spelling and grammar correct? | Yes/No |
| Is the plan written in plain English and is it clear, concise and understandable? | Yes/No |
| Additional Notes (any comments relating to the Quality Standards?) |  |
| **Participation** | |
| Did the child/ young person contribute to the plan where appropriate? | Yes/No |
| Is it clear how the child/ young person contributed to the plan? | Yes/No |
| Is the child/ young person’s contribution written in the first person, where appropriate? | Yes/ No |
| Do the outcomes reflect the voice/ aspirations of the child/ young person? | Yes/ No |

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| Additional Notes (any comments relating to the Quality Standards?) |

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| **Feedback/ Action Required. Please state how feedback/ action will be undertaken- via email/ direct conversation/ Teams etc** | **Person responsible for delivering feedback** | **Date Action completed** |
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