Children's Services

Performance and Quality Assurance Framework

February 2019 (reviewed in April 2020)

One Children's Service - Consistently Good Everyday

1. Introduction

The new SEND Code of Practice 2014 sets out a vision for children and young people with SEND to achieve well in their early years, at school and in college, and lead happy and fulfilled lives.

Swindon Local Authority and its partners are committed to delivering high quality support for all children and young people with Special Educational Needs and Disability.

> ***Our vision is for that everyone in Swindon lives a healthy, safe, fulfilling and independent life and is supported by thriving and connected communities*** *(Joint Health and Wellbeing Strategy 2017-2022)*

> ***We want to make sure that children and young people with SEND in Swindon:***
> - ***Are happy and successful in their early years, at school and at college,***
> - ***Achieve the best they can, find employment and go on to live happy and fulfilled adult lives.***
> - ***Have choice, control and confidence over their support*** *(Better outcomes for children and young people with Special Educational Needs and Disability (SEND) in Swindon 2020-2023)*

The Quality Assurance Framework provides a structure that enables all partners to engage with the process of quality assurance. Measuring the impact of service delivery and proactivity seeking the views and feedback from service users are crucial to achieving improved outcomes for children/young people.

'The local area should have a good understanding of how effective it is. Leaders (those responsible for the strategic planning, commissioning, management, delivery and evaluation of services to children and young people with SEN) for the local area should be able to accurately assess how all of the local area meets its responsibilities. Leaders should have an understanding of strengths and aspects that require further development. Inspectors will test out the accuracy of this understanding…' (*The framework for the inspection of local areas' effectiveness in identifying and meeting the needs of children and young people who have SEND, 2016*)

2. Principles

Participation and partnerships: <u>we are committed</u> to listening to children and young people their families and promoting effective local partnerships. Children/young people and their families/carers together with partner organisations are central to developing effective quality assurance processes. Coproduction of the mechanisms for inviting and collecting service user involvement in the quality assurance process is a core expectation for all service leads and commissioners.
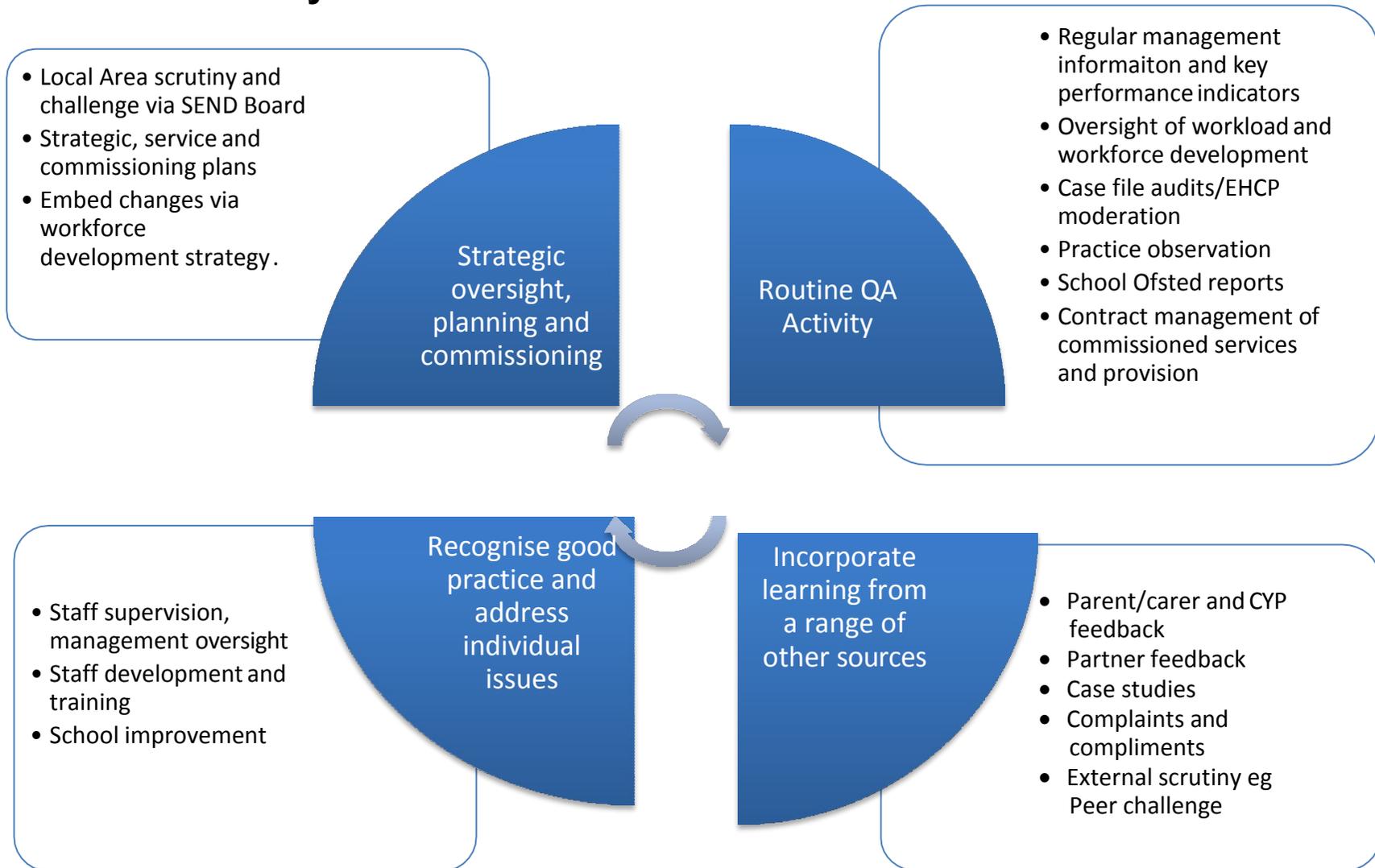
Quality: <u>we are committed</u> to delivery of effective services through policies, procedures, operational structures, practice and continuing professional development (CPD). Quality Assurance is a feature of our day to day practice. We ensure continuous service improvement by embedding a culture committed to learning. We will link training and development to the findings within audits, emerging themes and actions plans.

Accountability: <u>we believe</u> in everyone being accountable for the quality of their work and being prepared to account for the impact on outcomes for children and young people with SEND. We will maintain a robust tracking system, which collates and monitors all QA outcomes and the subsequent actions for learning and changing practice. The framework is designed to support effective challenge and scrutiny.

The Quality Framework sets out arrangements and clarifies roles and responsibilities so that together we know how well we are doing.

It is a working document, which will be reviewed annually and approved by the SEND Board. The annual review will include the review of the content including the quality assurance tools, it will test how well these tools are used and what is the impact of the new framework on statutory compliance and outcomes for children and young people with SEN.

3. Elements of Quality Assurance Framework

Strategic oversight, planning and commissioning

- Local Area scrutiny and challenge via SEND Board
- Strategic, service and commissioning plans
- Embed changes via workforce development strategy.

Routine QA Activity

- Regular management informaiton and key performance indicators
- Oversight of workload and workforce development
- Case file audits/EHCP moderation
- Practice observation
- School Ofsted reports
- Contract management of commissioned services and provision

Recognise good practice and address individual issues

- Staff supervision, management oversight
- Staff development and training
- School improvement

Incorporate learning from a range of other sources

- Parent/carer and CYP feedback
- Partner feedback
- Case studies
- Complaints and compliments
- External scrutiny eg Peer challenge

The Quality Assurance Framework at all levels and for all services is informed by:

Voice of the parents/carers and children and young people

Feedback from people who use our services should be at the core of our work. It is the responsibility of all practitioners and services to ensure that we obtain the views of children/young people and their families to inform and shape their future and our practice. We should be proactive in seeking views and use co-productive approach to developing new ways of obtaining views.

Quantitative data

The overall performance of the Local Area is measured against Key Performance Indicators. They are recorded against local and national

trends and monitored using SEND score card:

https://app.powerbi.com/view?r=eyJrIjoiYTgzYzM0NzktNjlmNi00YWU2LTg4ZjgtNGYyNjg3MWY4NDUxIiwidCI6ImMxNGJiYjVhLTF kNTYtNDY5OC1iMzQ0LTFiOTk5NjRmNjg3OCIsImMiOjh9

The examples of data or key performance indicators set out above should be used by the relevant services to analyse the effectiveness of their provision, consider trends over time and use to benchmark activity using national or statistical neighbours as a source of comparison.

The SEND score card is used by the SEND Board to monitor the overall strategic view of performance and progress.

Qualitative information

It is essential that the Council and its partners continuously develop ways to proactively seek qualitative data, which underpins the quality assurance process and is the vehicle for development through reflective practice.

Examples of well recognised ways of providing information about the quality of services include:
- Pupil passports, one page profiles to hear the voice of children and young people
- Listening cards and routine or targeted questionnaires to hear to voice of young people and parents/carers
- Feedback from SEND panel members

4.0 Quality Assurance Tools

The Quality Assurance is an agreed framework for monitoring and reporting on the quality of identification, support and impact on outcomes for children/young people with SEND.

The Local Area has developed a range of QA tools to support the development and improvement of the following areas of scrutiny:

	Quality Assurance Area of Scrutiny	Quality assurance tool
4.1	Governance, performance and strategic accountability	Tool based on a national framework of local accountability to demonstrate robust challenge model of corporate governance for SEND https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/416347/Accountability_Publication.pdf
4.2	Local Offer statutory compliance	Locally developed tool which outlines key statutory compliance indicators set out in the SEND Code of Practice – Appendix A
4.3	Workforce development	Good practice model for key competencies for all staff across education, health and care supporting children with SEND – Appendix B
4.4	Statutory EHC needs assessment advice writing	Good practice model for advice writing based on national expectations set in the SEND Code of Practice and other relevant guidance for health and social care – Appendix C
4.5	Quality of EHCPs	Locally developed tool which outlines statutory compliance indicators for all parts of the EHCPs and local 5 level QA process – Appendix C
4.6	User feedback	Locally developed quarterly and annual surveys monitoring satisfaction levels related to the statutory assessments and annual review processes https://app.powerbi.com/view?r=eyJrIjoiYTgzYzM0NzktNjlmNi00YWU2LTg4ZjgtNGYyNjg3MWY4NDUxIiwidCI6ImMxNGJiYjVhLTFkNTYtNDY5OC1iMzQ0LTFiOTk5NjRmNjg3OCIsImMiOjh9

4.1 Governance, performance and strategic accountability – lead: Chair of the SEND Board

Governance is the process by which Swindon Local Authority and partners ensure strategic oversight of the effectiveness of local arrangements and outcomes for children and young people with SEND.

SEND Strategic Board Arrangements

Governance monitoring arrangements for SEND:

Local accountability (Special Educational needs and disability: supporting local and national accountability, DfE, March 2015)	Reporting arrangements	Lead officer responsible for reporting
Chief Executive, Political Leaders and Director for Children Services (DCS) are sighted on the effectiveness, progress, and areas of concern, and Lead Members have the opportunity to scrutinise and challenge. They lead on integration arrangements for children and young people with SEND	Quarterly summary report to: • Children Services Overview and Scrutiny • Cabinet • Health and Wellbeing Board SEND Board: • **By monthly** reporting on statutory elements of the SEND scorecard and QA of EHCPs and professional advice • **Quarterly** report on individual service and local area levels of user satisfaction • **Annual** benchmarking and trends data analysis submitted to the SEND Board (complete SEND Score Card). Board consider and commission external reviews informed by data analysis • **Annual** Local Offer compliance report • **Annual** report on workforce development	SEND Strategic Lead
The Health and Well Being Board ensure a joint strategic need assessment (JSNA) of the current and future needs of the whole local population is developed and the SEND Partnership Board provides a forum for sharing, analysing and critically evaluating data and service user feedback in relation to SEND.		
Early years settings, schools, colleges and providers of support services use best endeavours to make the provision require to meet the special educational needs of children and young people, make reasonable adjustments and ensure that good progress is made	SEND Board: • **Annual** report on school SEND information reports and accessibility plans • **Annual** summary report on admission arrangements, exclusions and attendance data, progress and attainment for children and young people with SEND (SEN Support and EHCP) • **Annual** summary report on children and young people with medical needs	SEND Advisor
Children, young people and their families have the opportunity to share their views and concerns to ensure	All commissioning specifications will be presented to the Board emphasising how parents and children have	Vulnerable children

that commissioners have a clear picture of needs and aspirations of the local community.	influenced service design. Subsequent monitoring contract reports.	strategic commissioner

4.2 Local Offer statutory compliance – lead: Inclusion Manager

All Local Authorities must publish a Local Offer. It serves two purposes:

- Provides clear, comprehensive, accessible and up to date information about the available provision and how to access it, and
- Makes provision more responsive to local needs and aspirations by directly involving children, young people parents and carers.

The local area will carry out an annual compliance check set out in Appendix A

4.3 Workforce development – lead: SEND Strategic Lead and all strategic managers/members of the SEND board.

All services have responsibility to ensure the availability of:

Qualitative data

Quantitive data

The views of children/ young people and parents/carers

This is essential to inform monitoring of progress, oversight of impact and service level CPD.

All Managers have a responsibility to support staff and their continuing professional development and evaluation of their own practice.

Effective performance management, support and development opportunities offered to staff are crucial to the local area's ongoing effective implementation of the SEN/D reforms. Our capacity to re-shape and change how we deliver and design our services for children, young people and their families are determined by the knowledge and skills of the workforce who signpost, support, enable and deliver services to children and young people (0-25) and their families.

Managers, when supporting and supervising the work of their teams, should consider a set of competencies for practitioners set out in Appendix B. They have been put together to promote principles and best practice in SEND reforms.

Members of staff and managers can also use a training skills audit tool for new or existing members of staff (Appendix B) as an

opportunity for self-assessment, enhance induction for new staff members or a whole team skills audit (this can be amended to meet individual needs).

All staff have a personal and professional responsibility to ensure that the quality of their work is of a good standard and that they are committed to improving their work by continuous learning and evaluation of their practice.

This Quality Assurance Framework sets out each person's role in finding out whether:
- We are compliant with the expectations spirit of the relevant legislation
- We are consistently doing the right thing;
- We can demonstrate that the service we are providing is having a positive impact on our children/young people.

4.4 Statutory EHC needs assessment advice writing– lead: Statutory SEN Team Manager

Report writing is an important part of the practitioner's involvement in planning and reviewing support for children and young people. In case of a statutory assessment the reports become the evidence informing decisions taken during that process. Even if as a result of the assessment a statutory plan is not issued, the advice will give families, young people and educational providers information, which is crucial in planning for the future.

The new code of practice sets out aims and principles of a good assessment process. It says:

'The evidence and advice submitted by those providing it should be clear, accessible and specific. They should provide advice about outcomes relevant for the child or young person's age and phase of education and strategies for the achievement. The local authority may provide guidance about the structure of advice and information to be provided. Professionals should limit their advice to areas in which they have expertise.' (Paragraph 9:51)

It is clear that the production of a good quality EHC plan relies on the quality of the professional advice that informs it. It is important that advice givers write clear, comprehensive advice that captures a child's or young person's views, needs, specifies the approaches and interventions that will address those needs and describes the outcomes that are to be achieved through that process. Advice should be easy for children, young people and their parents or carers to understand, and use clear ordinary language rather than professional jargon.

All assessments should be carried out in a spirit of a person-centred approach and any subsequent reports should reflect that.

Families tell us they would like:

- To see that throughout the assessment process children, young people and families have been listened to.
- To receive reports that are easy to read, clear and jargon free.
- To focus on real outcomes for children and young people: outcomes that are going to make a difference and not driven by targets or aims

Key indicators of good quality reports:
- Throughout, there is strong evidence of how child, parent carer or young person's views informed the assessment
- Outcomes take into account long term aspirations and principles of person centred approached
- Needs are clearly described in terms of type and severity
- Advice is honest and reflects any differences or viewpoints
- Recommendations focus on strategies which support agreed outcomes (who, how, when)
- Information is accurate and based on evidence
- Advice is timely and reflects current need (in some cases historical information may inform advice)
- Advice is clear and easy to read. Complex terms or test results are explained
- Reasons for advice is clearly stated

How services can ensure consistent high quality for all advice writing?
The following practice is recommended to ensure that high quality of report writing is established and maintained:

- Service CPD on evidence writing
- Regular peer supervision
- Sharing of examples of good practice
- Cross moderation models/audits of good practice (within one service or cross discipline moderations)
- SEN Panel feedback
- Parental/young person feedback (questionnaires, response cards, participation in CPD or moderation)
- Participation in multi agency QA meetings (MAQA)

All managers are expected to promote and implement most of the practices outlined above in order to develop a learning culture and a common set of values, practices and processes.

4.5 Quality of EHCPs – lead: Statutory SEN Team Manager

The EHC Assessment Quality Audit Tool have been developed to support the improvement of practice relating to the quality of assessment for CYP who have EHC plans. It was designed to promote consistency and improve quality in the EHC process. It highlights a number of key areas that need to be quality assured. These include:

- Ensuring that the voice of the child and the views of the parents are fully represented within the EHCP. This will include the short term but also the long term aspirations for the child or young person.
- The plan should clearly set out what the needs of the CYP are in terms of their educational, health and social care needs and what needs to be done to address these needs.
- The plan should clearly set out the outcomes expected for the CYP with clear time bonded expectations.
- The plan should clearly set out the educational, health and social care provision for the CYP.
- There should be a clear "golden thread" throughout the plan showing a clear pathway or link between each part of the plan

Quality Assurance Process

It is critical that quality assurance is built into all parts of the EHCP process and is the responsibility of all staff engaged in coordinating or contributing to the statutory process.

The Quality Assurance process will take place at three levels:

Level 1 – Internal SEN Statutory Team QA

1a) The team will peer moderate 2 EHCPs every 6 weeks at team meetings.

1b) All EHCPs will be signed off by SEN Statutory team manager and team leaders to ensure the quality of EHC plans in particular the accuracy of needs, outcomes and provision specified in the plan, informed by assessments carried out as part of the statutory processes.

Level 2 – Multi agency QA

2a) All EHCPs will be jointly signed off by education, health and care at the SEN panel to ensure the quality of EHC plans in particular the accuracy of needs, outcomes and provision specified in the plan, informed by assessments carried out as part of the statutory processes.
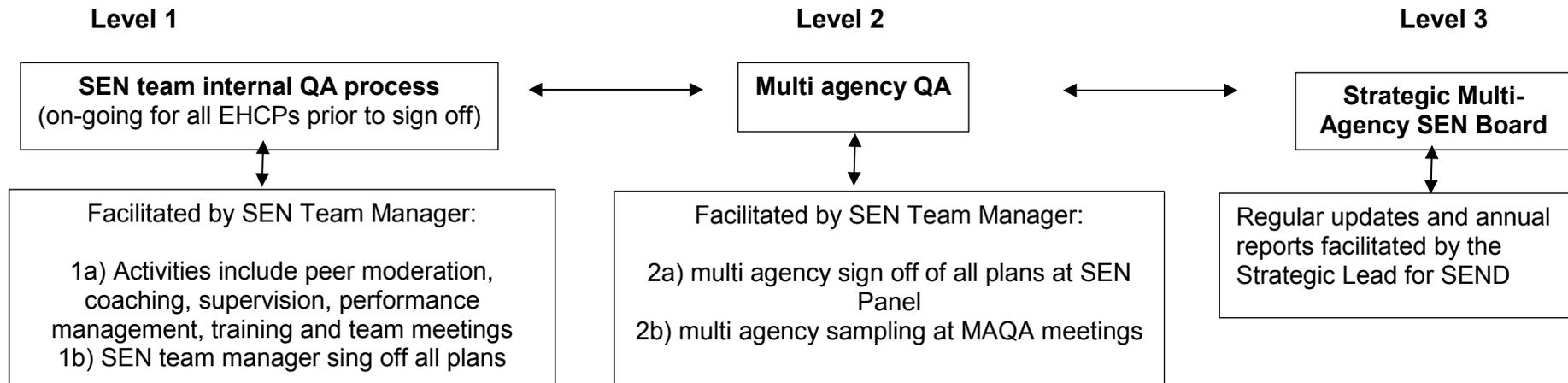
2b) A multi-agency EHCP Moderation group will meet four times a year and will dip sample the quality of EHCPs and reports. This group will consist of representation from the Statutory SEN Team, educational settings, Educational Psychology service, health, social care, Swindon Family Voice and SENDIASS. Each agency is responsible for appointing the most appropriate person to attend the moderation meeting.

At least 6 EHC plans will be selected randomly and should be representative of different age groups, SEN need and type of placement. The group will audit the quality of the final plan and the professional advice. All cases moderated will be anonymised.

Level 3 - QA Board Scrutiny

Findings of the above 2 levels of QA should be collated by the SEND Strategic Lead and used to enhance professional development, monitor progress and ensure sustained improvement. By-monthly updates and an annual summary report should be submitted to the SEND board by the SEND Strategic Lead

Summary of the Quality Assurance of EHC plans process

Level 1	Level 2	Level 3
SEN team internal QA process (on-going for all EHCPs prior to sign off)	**Multi agency QA**	**Strategic Multi-Agency SEN Board**
Facilitated by SEN Team Manager: 1a) Activities include peer moderation, coaching, supervision, performance management, training and team meetings 1b) SEN team manager sing off all plans	Facilitated by SEN Team Manager: 2a) multi agency sign off of all plans at SEN Panel 2b) multi agency sampling at MAQA meetings	Regular updates and annual reports facilitated by the Strategic Lead for SEND

4.6 User feedback – lead: SEND Strategic Lead

The quality of the service delivery is ultimately determined by the quality of the experience and the outcomes achieved by the children and young people.

The local authority and partners are committed to the performance data to be enhanced and enriched by feedback from users of SEND services. It is their views and their feedback that forms the most important part of the quality assurance process because it provides the best indication of the real and direct impact on children, young people and families.

It is essential that individual services and the whole local area gather user feedback:

Individual service feedback.

It is expected that all reporting on effectiveness of individual services contain measures of satisfaction and impact gained directly from service users. The methodology of receiving this feedback should be coproduced with children, young people and parents/carers.

QA monitoring action:
- All operational managers to review and if necessary, to develop new ways of gathering and reviewing user feedback
- Compliance with this request should be reported to the SEND Board annually by all services across education, health and social care

Local area feedback:

The local feedback should be representative of all children, young people with SEND and their families.

It will include measures such as:
- compliments and complaints (including Ombudsman)
- targeted questionnaires which focus on specific areas identified together with children, young people and parents/carers
- analysis of mediation services and tribunals
- specific feedback about the quality and effectiveness of the EHC process. SENDACT Team will seek feedback from young people & parents/carers in relation to their experience of the Education, Health and Care Assessment process by completing

a score card. This will be carried out at the end of each assessment process. This is to ensure that there is clear oversight of the views of young people and parents/carers of the EHCP process.

QA monitoring action:
- SEN team manager and SEND Strategic Lead to review and if necessary, to develop new ways of gathering and reviewing user feedback across the local area which may include
  - You said -we did reports
  - Annual and quarterly satisfaction survey
  - Focus groups with parents and young people facilitated by forum facilitators
  - Co-led multi-agency development groups
  - Young people's champion and inspector reports
  - Analysis of young people's forward plans for example at year 9 annual reviews

- The SEND Strategic Lead should provide quarterly reports on monitoring of local area feedback to the SEND Board, commend examples of best practice and recommend key actions

Appendix A – Local Offer statutory compliance

The table below sets out a list of 'musts' and 'shoulds' as specified in the SEND Code of Practice, 2015. Please note that the code lists some requirements under both (must and should) therefore for the purposes of developing the local offer all requirements should be considered essential. For detail about what is required under each category always refer to the code of practice.

Local Offer Requirements – SEND Code of Practice	Must (insert tick)	Should (insert tick)	Level of compliance			Comment	Action	
			Full	Partial	Not compliant		Who	By When
General								
Local offer must be published in one place. It must be widely accessible including publishing arrangement for enabling those without access to the internet to get the information LO should be easy to understand, be accessible (eg to people with different types of SEN) factual and up to date								
LA must involve parents and young people in designing the local offer, deciding how to publish it and reviewing the content								
LA must co-operate with providers of services. LAs and partners must cooperate with each other in the development and review of the LO								
LA must keep their educational and training provision and social care provision under review (including sufficiency). LA must make clear how any new proposals are likely to lead to improvements in the standards, quality or range of educational provision for children with SEN LAs should link reviews of education, health and social are provision to the development and review of the LO and response to comments								
LA must publish feedback received and intended actions at least annually in a form that does not enable any individual to be identified (in relation to content, accessibility and reviews of the LO)								
Share learning from the feedback received with the local Health and Wellbeing Boards to help inform the development of strategies and future provision of services for young people with or without EHCPs								
LO must publish LA's Accessibility strategy (as part of Equality Act 2010)								

Information advice and support							
LO must include information about where to go for information advice and support, including information and advice provided under S32 of the Act, forums for parents and carers and support groups							
Must provide information about how to complain, resolve disagreements, mediation or appeal against decisions							
Should be clear about how decisions are made and who is accountable and responsible for them							
Must include eligibility criteria for services listed							
Education (universal and targeted support)							
SEN provision for children and young people with SEND including: how SEN is identified and how services, support, equipment is secured							
information about approaches to teaching, adaptations to the curriculum and the learning environment, how progress is reviewed how to secure expertise among teachers, lecturers and other professionals who support CYP with SEN how to assess and evaluate the effectiveness of the education and training provision							
In area educational provision including area SEN coordinators, SEN support or learning support, sensory support, specialist teachers, therapies, local arrangements for collaboration between institutions to support those with SEN eg clusters of schools, shared services commissioned by schools							
Information about the funding arrangements of CYP with SEN including any agreements about how providers use any budget that has been delegated to them							
LA must make clear where school SEN reports can be found and how young people and parents can find relevant information published by post 16 institutions							
Childcare, including suitable provision for disabled children and those with SEN. This should include: free early education places and eligibility criteria, relevant services such as health visitors, early support or portage, arrangements for identification of SEN in EY Support available to parents to aid their child's development at home, arrangements for reviewing progress including progress checks and health and development reviews age 2/3							

Support to help CYP move between phases of education									
Other educational provision for example sports or arts provision									
Health									
Support available to all CYP form universal services eg Health visitors, GPs									
Health provision for children and young people with SEND including: Services assisting EY schools and colleges to support CYP with medical conditions Arrangements to support CYP with SEND Therapy provision, Mental health support, Wheelchair and community equipment, Children community nursing Continence services, Palliative and respite care and other provision for children with complex health needs Emergency care, Continuing care arrangements, Support for young people when moving between healthcare services (children to adults)									
Social care (children and adults)									
Social care provision for CYP with SEND including childcare Leisure activities, Support for YP moving from children services to adult care,Support for YP in living independently and finding appropriate accommodation and employment, Information and advice on adult care an support system (eg types of care and support etc) Information about a range of short breaks for disabled CYP and their parents, short break statement, how its reviewed on regular basis Support for parents of children with disability, Assessment arrangements for adults with parental responsibility									
EHCP									
Details about a request for an assessment for an EHC plan can be made									
Information about how LA will consider a request for an assessment How CHP and parents will be involved in the assessment, What support is available during the assessment timescales									
Information about Personal Budgets including services available under this scheme across education, health and care, the process, eligibility criteria, decision making and support to manage PB									

Post 16 education and training provision, apprenticeships, traineeships and supported internships, information about provision to assist in preparing CYP for adulthood (finding employment, somewhere to live, participate in the community), Additional support available eg access to work fund, job coaching, specialist equipment							
Arrangements for travel to and from schools, post 16 institutions and EY, LA policy statements for suitable transport arrangements up to 25, Specific arrangements for specialised arrangements, Training given to aid independent travel							
Support available to young people in higher education, particularly the Disabled Students allowance (DSA) application process and timescales							
Support for CHY who have been released from custody, including support offered by YOT							
Out of area educational provision including independent specialist colleges (institutions approved under Section 41 of the Act)							

Appendix B – Workforce development

Staff should be able to demonstrate all of the following competencies:

	Staff should be able to demonstrate:
Knowledge	Clarity about roles and responsibilities Knowledge of the principles of person-centred approach including how reviews/meetings can contribute to the EHC plan Knowledge of the structure and format of the EHC Plan Knowledge of the new code of practice and the new assessment process. Knowledge of what support is available (the local offer), where and how to find information that families need Understanding of the social model of disability and the principle of high expectations (understanding how assumptions about disability lead to reduced life outcomes and therefore why raising expectations is vital) Understand the focus on outcomes rather provision led systems (output v input)
Skills	Able to listen to children, young people and their families Able to learn what is important to parents/carers, what is important to young people and how to find a balance between the two (especially in the context of the new rights for young people over 16). Able to raise aspirations in variety of ways (conversations, sharing examples, gently challenging low expectations) Able to research information Able to use person-centred thinking skills and tools including one page profiles Able to use information from person-centred review to inform EHC plans Able to co-ordinate contributions from a variety of sources Able to communicate clearly (verbally and in writing) without using jargon. Able to organise/prioritise in order to deliver high quality service at all times Ability to influence other professionals and engage effectively with families
Attitudes/Behaviours	Demonstrate set of characteristics families describe as approachable, friendly, understanding and trustworthy Committed to a shared philosophy to putting families at the centre of decision making and empowering parents Committed to partnership working with families and others Commitment to working and sharing information in a transparent way Committed to high aspirations and improving life chances of children and young people Focused on delivering outcomes and change Demonstrate positive, can do approach and resilience Lead by example in using person centred approach and principles

Members of staff and managers can also use a training skills audit tool as an opportunity for self assessment or a whole team skills audit (this can be amended to meet individual needs).

SEND Reforms in General	My rating: 1 to 6
I understand the key principles and processes in the SEND legislation and how this relates to key areas of work in Swindon	
I understand what a range of staff in Swindon need to do in relation to the SEND reforms	
I understand the whole system approach and the role and contribution of key staff in Swindon in relation to the SEND reforms	
I am able to provide advice on how service areas interact and work together and how to establish eligibility and access to other services	
I am able to work co-productively and co-operatively to develop support that best achieves agreed outcomes for a child/young person	
Local Offer	**My rating: 1 to 6**
I understand the purpose of a local offer	
Is am able to engage with service providers to help them develop and use the local offer in a responsive and effective manner	
I understand how to communicate the local offer effectively, especially in a digital format	
Am able to work collaboratively with service users and providers to inform strategic and operational planning, and to develop creative and effective solutions to issues or gaps	
Personal Budgets	**My rating: 1 to 6**
I understand how personal budgets work in practice	
I understand how to support staff to implement and support personal budgets in their own setting/situation	
I understand how to support staff to support parent carers and young people to make appropriate decisions	
EHC Plans	**My rating: 1 to 6**
I understand the legal framework around Education Health and Care Plans	
I understand how to support staff to practically implement them for SEN students	
I understand how to support staff to establish outcomes and measures of progress towards outcomes in partnership with the young person/parent carer	
I am able to support staff to establish effective evidence based evaluations of interventions	
I understand the systems for high needs funding and can support staff to use it appropriately	
Keyworking	**My rating: 1 to 6**
I understand the principles and benefits of key working	

	My rating:
I am able to support staff to fulfil the identified key working functions	
I am able to support staff to establish and gain engagement of others with outcomes, priorities and solutions wanted by young people and parent carers	
I am able to support staff to establish positive relationships and trust for parent carers, young people and practitioners	
I am able to support staff to coordinate an integrated package of support for children, young people and families	
I am able to support staff to facilitate building support networks	
I am able to support staff to facilitate cross agency shared planning and resourcing of person centred plans	
I am able to support staff to seek creative and new solutions to resourcing and help requirements	
Participation and Coproduction	**My rating: 1 to 6**
I am able to support staff to use effective listening skills and structured conversations to establish person centred approaches and priorities	
I am able to support staff to ensure access to confidential information, advice and support for young people and parent carers	
I am able to support staff to work in partnership with young people, enabling them to participate fully in decisions about the outcomes they wish to achieve	
I am able to support staff to understand the difference between coproduction and consultation	
I am able to support staff to develop levels of participation and develop appropriate opportunities to ensure self- advocacy and service user representation in service planning, design and evaluation	
Training and facilitation skills	**My rating: 1 to 6**
I can deliver training content confidently and flexibly while ensuring key messages are understood	
I am confident that I can challenge others in an appropriate way to ensure key messages are understood	
I am able to facilitate training participants to share, reflect and build on their own knowledge, skills attitudes and values	
I am able to facilitate learning in a multi-agency context	
I can work in a way that models partnership and co-production	
I can encourage open discussion and provide and encourage constructive feedback at all stages	
I can provide training methods that are experiential and interactive	
I can relate all discussions to specific aims, learning outcomes and tasks of the training course	

Rating scale: 1 = I am not at all confident in this area…..through to…..6 = I am extremely confident in this area.

The above tools should be used to inform CPD priorities for individual members of staff or whole teams.

Appendix C – Quality of EHCPs and professional advice

Check list for the QA of EHCPs

Section A - The views, interests and aspirations of the child and their parents / carers, or of the young person		
Section	**1 being poor and 5 being excellent**	**Comments**
(i) Aspirations		
Captures what the CYP wants for the future short term	**Select a score**	
Captures what the parents/ carers want for their child for the future short term	**Select a score**	
Captures what the CYP wants for the future long term	**Select a score**	
Captures what the parents/ carers want for their child for the future long term	**Select a score**	
(ii) History		
*Gives the CYP's **brief** history including home situation (agreed with parents and young person if relevant)*	**Select a score**	
Includes comments about health, play, school, independence and friendships as relevant	**Select a score**	
Makes reference to key stage transfers, further education and future plans including employment	**Select a score**	
(iii) Communication		
States how the CYP communicates and how to communicate with them	**Select Yes or No**	
If not written in the first person, explains clearly how the views were sought	**Select Yes or No**	
Is there a one page profile?	**Select Yes or No**	
Section B - The child or young person's special educational needs (SEN)		
Section	**1 being poor and 5 being excellent**	**Comments**
(i) Background information		
Gives information about what the needs are of the CYP	**Select a score**	

(ii) Needs		
Clearly sets out needs that are easy to identify and evidence what the CYP can do	Select a score	
Matches each need to provision in Section F	Select Yes or No	

Section C - The child or young person's health needs which relate to their SEN		
Section	1 being poor and 5 being excellent	Comments
(i) Information		
Is there Health information included?	Select Yes or No	
If no response from Health then relevant paragraph is included?	Select Yes or No	
If no Health needs then relevant paragraph is included?	Select Yes or No	
(ii) Needs		
Clearly sets out any health needs identified through the EHC needs assessment which relate to the SEN	Select a score	
Matches to provision in Section G	Select Yes or No	

Section D - The child or young person's social care needs which relate to their SEN		
Section	1 being poor and 5 being excellent	Comments
(i) Information		
Is there Social Care information included?	Select Yes or No	
If no response from Social Care then relevant paragraph is included?	Select Yes or No	
If no Social Care needs then relevant paragraph is included?	Select Yes or No	
(ii) Needs		
Clearly sets out any social care needs identified through the EHC needs assessment which are related to the child's SEN or require provision for a CYP under 18 under section 2 of the Chronically Sick and Disabled Person's Act 1970.	Select a score	

Section	1 being poor and 5 being excellent	Comments
Clearly sets out other social care needs (specified by the LA) not linked to child's SEN or disability. n.b. Must have the consent of the child and their parents.	**Select a score**	
Matches needs to provision in Section H1 or H2	**Select Yes or No**	

Section E - The outcomes sought for the child or the young person		
Section	**1 being poor and 5 being excellent**	**Comments**
(i) Outcomes Education		
Outcomes for Education that are: ▪ *SMART* ▪ *Aspirational* ▪ *Include shorter term outcomes* ▪ *Relate to PfA*	**Select a score** **Select a score** **Select a score** **Select a score**	
(ii) Outcomes Health		
Outcomes for Health that are: ▪ *SMART* ▪ *Aspirational* ▪ *Include shorter term outcomes* ▪ *Relate to PfA*	**Select a score** **Select a score** **Select a score** **Select a score**	
(iii) Outcomes Social Care		
Outcomes for Social Care that are: ▪ *SMART* ▪ *Aspirational* ▪ *Include shorter term outcomes* ▪ *Relate to PfA*	**Select a score** **Select a score** **Select a score** **Select a score**	
(iv) Monitoring and review arrangements		
Are the monitoring and review options relevant to the child/young person's age	**Select Yes or No**	

Section F - The special educational provision required by the child or the young person		
Section	**1 being poor and 5 being excellent**	**Comments**
(i) Provision		
Provision is clearly defined for identified need and respective outcomes and aspirations	**Select a score**	

Quantifies provision (how much and how often)	**Select a score**	
Specifically identifies facilities, equipment, staffing and curriculum arrangements	**Select a score**	
Matches to each need in section B	**Select Yes or No**	
Is provision linked to outcomes in section E?	**Select Yes or No**	

Section G - Any health provision reasonably required by the learning difficulties or disabilities which result in the CYP having SEN

Section	1 being poor and 5 being excellent	Comments
(i) Provision		
Provision is clearly defined for identified need and respective outcomes and aspirations	**Select a score**	
Quantifies provision (how much and how often)	**Select a score**	
Specifically identifies facilities, equipment, staffing and curriculum arrangements	**Select a score**	
Matches to needs in section C	**Select Yes or No**	

Section H1 - Any social care provision which must be made for a CYP under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970 (CSDPA)

Section	1 being poor and 5 being excellent	Comments
(i) Provision		
Provision is clearly defined for identified need and respective outcomes and aspirations	**Select a score**	
Quantifies provision (how much and how often)	**Select a score**	
Specifically identifies facilities, equipment, staffing and curriculum arrangements	**Select a score**	
Includes services to be provided for the parent carers of disabled children, following an assessment of their needs under sections 17ZD-17ZF of the Children Act 1989	**Select Yes or No**	

Section H2 - Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having special educational needs. This section will include any provision through the Care Act or overnight residential care under S20 of the CA 1989		
Section	**1 being poor and 5 being excellent**	**Comments**
(i) Provision		
Provision is clearly defined for identified need and respective outcomes and aspirations	**Select a score**	
Quantifies provision (how much and how often)	**Select a score**	
Specifically identifies facilities, equipment, staffing and curriculum arrangements	**Select a score**	
Section I – Placement		
Section	**1 being poor and 5 being excellent**	**Comments**
Contains name of settings?	**Select Yes or No**	
Contains details regarding type of setting?	**Select Yes or No**	
Section J – Personal Budget (including arrangements for direct payments)		
Section	**1 being poor and 5 being excellent**	**Comments**
Have the family made a request for a SEND Personal Budget?	**Select Yes or No**	
Has a SEND Personal Budget been agreed for the family?	**Select Yes or No**	
Shows the amount allocated	**Select Yes or No**	
Sets out the details of how the personal budget will support particular outcomes, e.g. employment	**Select Yes or No**	
Section K – Advice and Information		
Section	**1 being poor and 5 being excellent**	**Comments**
Lists the required advice and information in producing this plan?	**Select Yes or No**	

Please comment and rate the advice given related to your own profession.	**Select a score**	
Lead Professional box is fully completed?	**Select Yes or No**	
Has the plan been signed off by the relevant officer?	**Select Yes or No**	

The EHC Plan as a whole (circle or highlight the number below)					
Please rate the plan as a whole taking into account the following: • *Is clear, concise, understandable and accessible* • *Is co-produced* • *Sets good, relevant outcomes in line with the aspirations*	**1**	**2**	**3**	**4**	**5**
Final comments below:					

Advice writing Quality Assurance tool

Please score for each line:

0	1	2	3	4	5
No evidence	Little evidence	Some evidence	Good evidence	Very good evidence	Excellent evidence

PROCESS	Score (out of 5)	Comments
Reasons for advice is clearly stated		
Report is signed and dated		
Information is accurate and based on evidence		
Advice is timely and reflects current need (in some cases historical information may inform advice)		
Advice is clear and easy to read. Complex terms or test results are explained		
Advice contributing to the EHC needs assessment process is submitted within 6 weeks of the original request		
Advice is limited to the area of professional expertise		
There is evidence of a golden thread – Aspiration, needs, outcomes, provision		
CONTENT		
Aspirations, views and wishes of children, young people and their families		
Children and family views clearly expressed in the report		
There is evidence of how child, parent carer or young person's views informed the assessment		
Needs		
Type of need clearly described		
Severity of need is included for all types of need identified. The report should make it clear if severity of need is not consistent across the school day/week/subject areas.		

Description of the impact on learning and social interaction is included		
Description of how the professional judgments on type and severity of need have been made e.g. one off/ regular direct classroom observation, tests		
Outcomes		
Take into account long term aspirations		
They describe what needs to change, the benefit/difference this change is going to make to the child/young person		
Strategies and provision		
What is additional to what would be normally expected for example more of …., different from…., who….. how…,		
Who is going to provide this support and how		
Who will monitor and review, how often		
Total score *(max 95)*		