

EHCP Auditing Toolkit

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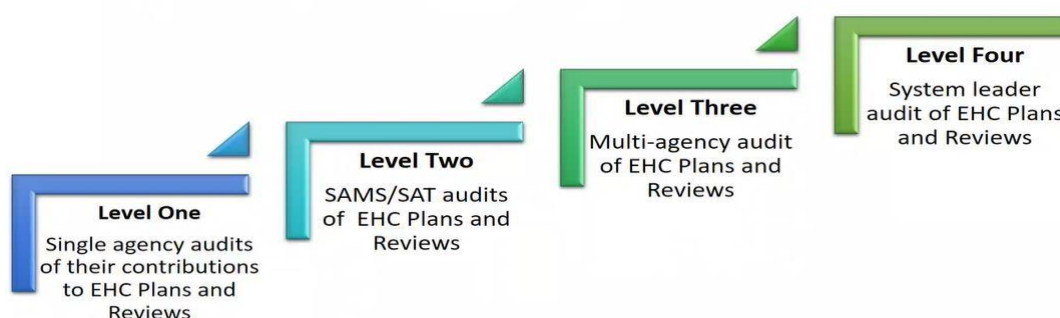
The new focus on the [EHCP audit process](#) is an outcome from the SEND services inspection in Peterborough last year in order to monitor and improve outcomes for children with additional needs.

Quality Assurance:

- Improves frontline practice
- Support staff professional development
- Identifies service level improvement and
- Keeps the outcomes for children at the heart of everything we do



The EHCP audit toolkit provides a common suite of tools to support practitioners across the SEND community.



Schools auditing works at level one where senior leaders monitor the contribution to EHCPs and Annual reviews.

Level One audits – Information & Advice

School Leaders providing Information and Advice for Education, Health and Care Needs Assessments (EHCNAs) including Educational Psychology, Health providers, Social Care and Early Help teams should routinely audit the quality of their Information and Advice, with a sufficient sample to be able to make effective judgements on the quality of their contributions.

School Leaders should use the Information and Advice Audit Tool (Appendix 1) using the Grading Criteria document to grade each section of the Information and Advice provided (Appendix 2).

For 'real time' improvement in the Information and Advice, school leaders should conduct the audit at the point of which the Information and Advice is completed but prior to submission.

Organisations are asked to submit a copy of their completed audits to Send.QA@cambridgeshire.gov.uk who will prepare a termly report of findings, including areas of strength and areas for development in practice.

Level 1 EHCP audit process



Appendix 1

Multi-agency Information and Advice Audit Tool

Information and advice submitted for Education, Health and Care statutory needs assessment (EHCNA) and Annual Reviews should be quality assured prior to being sent to the Local Authority for consideration. Please see grading guidance for more information on grading the advice.

Date of audit:	
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Name of child/young adult:			
Date of birth:		ICS/NHS no. (if known):	
Unique Pupil no. (if known)		Social care status:	CIN/CP/CiC/none/other

Worker completing Education, Health and Care Plan information and advice:	
Name:	Role:

Auditor (add additional lines if more than one person audits the advice):	
Name:	Role:

General information		Comments	
Date advice requested		Date advice returned	
Was this within the appropriate timescale?	YES / NO	Comments:	
Was the Information provided by an appropriately qualified and experienced professional with knowledge of the child/young adult?	YES / NO	Comments:	

Quality descriptor:	Grade:	Comments:
1. The information and advice includes the hopes, wishes and aspirations of the child/ young adult and their family		
2. The views, wishes and feelings of the child/young adult have been sought and considered and inform the advice		
3. The views, wishes and aspirations of the parents/carers have been sought and considered in the advice		
4. Specialist assessment, where appropriate, is evidenced		
5. Where appropriate, other professional views have been sought and evidenced		
6. Observation of the child/young adult, where appropriate, is evidenced in the advice		
7. The child/young adult's strengths and abilities have been identified		
8. The child/young adult's special educational needs are identified and how their learning is impacted by these needs is described fully		

9. The child/young person's health needs are identified and how their learning is impacted by these needs is described fully		
10. The child/young adult's social care needs are identified and how their learning is impacted by these needs is described fully		
11. All advice is clear, succinct and easy to read without the use of jargon		
12. The desired outcomes from the proposed provision are SMART (<i>Specific, Measurable, Achievable, Realistic and Timely</i>)		
13. Provision to be delivered by the service providing that advice to support the child/young adult's learning and development is clearly identified		
14. Provision required states whether the service is able to provide this or if additional resources and services are needed		
15. Actions identified in the proposed provision are SMART (<i>Specific, Measurable, Achievable, Realistic and Timely</i>)		
16. There is appropriate information, advice and actions to support the child/young adult in preparing for adulthood and independence		
17. The advice includes measures to monitor progress		
18. It is clear in the advice how COVID-19 restrictions have affected the collation of information provided		
19. The advice has been approved and countersigned by a manager		

Overall grade:

Feedback	
Strengths of practice	
Areas for development	

Improvement actions – (applicable where the audit has taken place before submission):

Owner	Action (please number each action)	Deadline for completion

Appendix 1

Audit Grading Guidance – Education, Health and Care Plans

Outstanding	<p>EXCEPTIONALLY STRONG WITH NO WEAKNESSES</p> <ul style="list-style-type: none"> Outstanding plans have all of the aspects of good plans, across all sections of the plan. Provision is made to the highest standard and leads to measurable outcomes in line with the Plan that exceed expectations.
Good	<p>STRONG WITH MINOR WEAKNESSES</p> <ul style="list-style-type: none"> The aspirations and voice of the child/ young adult and their family are clear and at the centre of thinking and planning. Outcomes and provision are child/ young adult focused, SMART and effective. All of the expected partners were involved in the development and delivery of the plan. The plan clearly links outcomes and provision to the child/young adult's needs. The plan has progressed within the agreed timescales. All professionals delivering the plan clearly know what is expected of them.
Requires Improvement	<p>SOME STRENGTHS BUT WEAKNESSES MEAN THE EHC PLAN IS NOT GOOD</p> <ul style="list-style-type: none"> The voice of the child/ young adult and their family is present but not consistently linked to outcomes and provision. Specified outcomes and provision lack focus and are not always SMART. The link from the child/young adult's needs and aspirations to outcomes and provision is not strong. The plan has not progressed within the designated timescales. The advice of some of the expected partners in the development and delivery of the plan is not present, or of insufficient quality. Practitioners delivering the plan may not know what is expected of them. The plan does not fully address all the child/ young adult or family's aspirations. <p>Requires Some Improvement should be used for EHC plans that are closer to good than inadequate e.g.</p> <ul style="list-style-type: none"> The voice of the child/young adult and their family is present and is mostly linked to outcomes and provision. The plan contains some outcomes and provision that is SMART. <p>Requires Much Improvement should be used for EHC plans that are closer to inadequate than good.</p> <ul style="list-style-type: none"> The voice of the child/young adult and their family is present but is not sufficiently linked to outcomes and provision.