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**Multi-agency Education Health and Care Plan (EHCP) Audit tool**

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| **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 |

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| **Auditor (add additional lines if more than one person audits the Education, Health and Care Plan):** |
| **Name:**  | **Role:** |
|  |  |

Please add comments and rate the evidence provided for each quality descriptor using the grading criteria

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| **Quality Descriptor** | **Grade** | **Comments:** |
| **General**  |
| The language used in the EHCP is clear and easy to understand |  |  |
| Technical terms are explained and there is no jargon |  |  |
| The EHCP is of appropriate length |  |  |
| The EHCP gives an overview of what has happened so far in the child/young person’s life and gives a sense of who they are |  |  |
| The EHCP provides a useful planning summary for Health, Social Care and Education professionals |  |  |

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| **Section A: The views, interests and aspirations of the child and their parents, or the young adult** |
| A1. The child/young adult’s aspirations and hopes for the future, including those of their parent(s) are clear and inform the EHCP |  |  |
| A2. There is a vision of a long term future including career hopes for the child/young adult  |  |  |
| A3. There is information about how the child/young adult communicates so their views can be gathered |  |  |
| A4. There is evidence about how the child/young adult’s views were collected |  |  |
| **Section B: The child/young adult’s special educational needs (SEN)** |
| B1. The special educational needs identified for the child/young adult link clearly to the history and diagnosis described in the EHCP |  |  |
| B2. The special educational needs also include a summary of the child/young adult’s strengths and abilities |  |  |
| **Section C: The child/young adult’s health needs which relate to their SEN** |
| C1. The child/young adult’s health needs, where applicable, have been fully described and include information about how they affect their learning |  |  |
| C2. Any health needs that will require management in an educational setting are identified |  |  |
| **Section D: The child/young adult’s social care needs which relate to their SEN** |
| D1. The child/young adult’s social care needs, where applicable, have been fully described and include information about how they affect their learning |  |  |
| D2. Any other social care needs that impact the child/young adult have been identified and described |  |  |
| **Section E: The outcomes sought for the child/young adult** |
| E1. Outcomes sought read across clearly from the needs identified for the child/young adult |  |  |
| E2. Outcomes reflect the hopes and aspirations of the child/young adult and their family |  |  |
| E3. Outcomes sought are SMART *(Specific, Measurable, Achievable, Realistic, Timely)* |  |  |
| E4. For a child/young adult in school Year 9 and above, outcomes are included that identify how the EHCP will assist in preparing them for adulthood |  |  |
| E5. Where the EHCP relates to a young adult aged 18-25, it is clear which outcomes are related to further education or training |  |  |
| E6. Planning for key transitions within a child/young adult’s life, for example moving school/college, are identified as separate outcomes |  |  |
| **Section F: The special educational provision required by the child/young adult** |
| F1. Provision described in the EHCP is SMART and it is clear how it will be delivered, including through the use of personal budgets |  |  |
| F2. Outcomes and provision are separate and distinct from each other whilst demonstrating consistency  |  |  |
| F3. There are separate statements of provision for each need identified |  |  |
| **Section G: Any health provision required** |
| G1. Provision described in the EHCP is SMART and it is clear how it will be delivered, including through the use of personal budgets |  |  |
| G2. Outcomes and provision are separate and distinct from each other whilst demonstrating consistency  |  |  |
| G3. There are separate statements of provision for each need identified |  |  |
| **Sections H1 & H2: Any social care provision required**  |
| H1. Provision described in the EHCP is SMART and it is clear how it will be delivered, including through the use of personal budgets |  |  |
| H2. Outcomes and provision are separate and distinct from each other whilst demonstrating consistency  |  |  |
| H3. There are separate statements of provision for each need identified |  |  |
| **Section I: Education placement** |
| I1. The final EHCP specifies the type (and name, where appropriate) of the educational institution that the child/young adult will attend |  |  |
| **Section J: Personal budget (including arrangements for direct payments)** |
| J1. Any personal budget for the child/young adult specifies the amount, how it will be used, which outcomes it will meet and how the provision will meet these outcomes |  |  |
| **Section K: Advice and information** |
| K1. A summary of all advice and information gathered during the needs assessment is listed and advice appended to the EHCP |  |  |
| K2. Appended information and advice provides clear guidance on the outcomes and provision to be included in the EHCP |  |  |
| K3. The EHCP is signed by a designated SEND Casework Officer on behalf of the Local Authority |  |  |
| K4. Arrangements for review of the EHCP are included |  |  |

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| **Overall grade:** |  |

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| **Feedback**  |
| **Strengths of practice** |  |
| **Areas for development** |  |
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| **Improvement actions – (applicable where the audit has taken place at Draft stage:** |
| **Owner** | **Action**  |
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| **Is there a need for urgent review of this EHCP?:**  | **YES / NO** |