



# **Wirral's Education, Health and Care Plan Quality Assurance Framework**

**April 2017**

The EHC Quality Assurance Framework describes how Wirral measures the quality of the Education Health and Care Plan arrangements across the area. It describes the cross regional approach which is in its infancy but is felt to be the best way forward, facilitated by the Dfe in their co-ordination of the North West Regional Cluster Group. **Whilst the regional approach is getting established Wirral and West Cheshire and Chester have agreed the senior managers from each LA will attend each other's Quality Assurance groups**

The EHC Quality Assurance Framework is used to guide the SEN team and inform partner agencies of the measures taken to improve and sustain quality of assessment and provision for pupils with special educational needs and disabilities and in particular the quality of the EHCP's and the advices that inform their content.

Capturing the views, wishes and history of the child and family underpin the objectives of the Quality Assurance Framework. This is crucial in helping us improve our response to CYP who have SEND. Wirral schools all received comprehensive training on Person centred Planning in the year running up to the implementation of the 2014 Reform, which we believe gave a good foundation to send Reforms.

### **.EHC Assessment Quality Standards**

The EHC Assessment Quality Standards have been developed to support the improvement of practice relating to the quality of assessment for CYP who have EHC plans. This framework has been designed to promote consistency and improve quality in the formulation and application of the EHC process.

### **Quality Assurance Process**

- ➔ EHCP Co-ordinator

The EHC Co-ordinators use Guides adopted by the LA are those produced by the Council for Disabled Children as well as those developed across the North West region more recently(April 2017). These are intended to be prompts for the

practitioner, highlighting key questions at the drafting stage of the EHC plan. Discussions about consistency of plan writing are also built in to the Team Meetings.

#### ➔ Peer Moderation

There are 2 teams of EHCP Co-coordinators. The secondary Team (including post 16) has 4.5 officers and the Primary team has 4 Officers. In addition there are two managers, a communications Officer and a Data Support Administrator. It is the responsibility of each EHC co-ordinator to ensure that every plan conforms to the requirements set out in the SEN Code of Practice. All Co-coordinators are qualified to degree level and above.

#### ➔ Line Managers

The Quality Assurance materials are used by managers and a small team of co-ordinators to carry out management oversight of standards on a termly basis when the last EHCP's from each Co-ordinator is looked at and feedback is given to the Co-ordinators.

The SEN Team seeks feedback from Young people/parents in relation to their experience of the Education, Health and Care Assessment process by the completion of a Parental Feedback Questionnaire.

The EHC Moderation Group consists of;

SEN Strategic Lead

SEN Managers

Principle EP

DME/DCO Health

Social Care Manager

Representative from WPCP

SENDIAS

Head teacher Representatives

A dip sample of EHCP's will be shared on a quarterly basis so that quality assurance of EHCs takes place. At least 4 EHC plans will be quality assured by the management team per quarter. The EHCP's will be looked at in Section order with each meeting looking at a certain section. The group will audit the quality of the final EHC plan and the professional advice.

All case moderated will be anonymised.

### **North West Regional Peer Moderation**

Through the North West Regional SEN network, peer moderation of EHC plans takes place on a sub-regional basis where plan writers come together to share best practice and learn from each other.

A manager from Cheshire West and Chester has been asked to join the Moderation Group and this will be reciprocated.

### **The Importance of on-going review**

The review process is as important as the initial EHC assessment itself.

Reviews should be planned in accordance with Wirral's timetable included in the SEN Handbook. .EHCP co-ordinators attend as far as possible annual review meetings of EHC plan where there is a specific request to attend from the setting or at key transitional points. If not, the annual review report is considered carefully and any appropriate changes made to the EHC plan in line with the recommendations of the review and regulation set out in the Code of Practice.

### **The quality of professional advice**

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 needs, specifies the approaches and interventions that will address those needs and describes the outcomes that are to

be achieved through that process. The Code of Practice places a strong emphasis on the importance of outcomes:

*‘EHC plans **must** specify the outcomes sought for the child or young person in Section E. EHC plans should be focused on education and training, health and care outcomes that will enable children and young people to progress in their learning and, as they get older, to be well prepared for adulthood’.*

Wirral LA has worked closely with those agencies which are required to give statutory advice as part of the EHC needs assessment included two workshops for Advice givers lead and facilitated by Cathy Hamer. Systems to feed back to advice givers need to be established so that advice continues to improve in terms of its specificity.

### **Schools /Settings.**

SENCOs should provide clear advice on the standard Request template which makes reference to;

- Academic attainment and the rates of progress;
- Nature, extent and context of the child or young person’s SEN;
- Evidence of the action already being taken;
- Evidence that where progress has been made, it is only as a result of additional intervention and support that is significantly additional to and different from that is usually provided;
- Evidence of the physical, emotional and social development and health needs if the appropriate advice has been given by health professionals to the setting.

### **Educational Psychology Service**

The Educational and Child Psychology Service is fully committed to the development and delivery of high quality psychological services to children, young people and their families. One aspect of this commitment is the quality assurance processes that

the service engages with in order to ensure that statutory advices are of the highest quality.

**The Principal Educational Psychologist and Senior Educational Psychologists dip sample a selection of statutory advices each half term. Feedback is then given to the appropriate staff member in terms of strengths and areas of improvement.**

## **Health**

Wirral has invested an additional resource to ensure the process and quality of health advice as part of an Educational Health and Care Plan (EHCP). This is a DMO and a DCO who work closely with the SEN Team.

This ensures that quality and timely health information is received from the variety of health professionals involved with the child/young person.

The function requires liaison and integration across health services and providers to collate the holistic over view of the child/young person's health needs and to ensure information is up to date, accurate and outcome focused.

A tracker is completed and timeliness of responses is reported to the health's operation's group quarterly.

The final draft plan is shared with the Designated Clinical Officer (DCO) who is the final approval to assure the commissioned provision is accurate. This also provides an overview to the DCO of the needs of children and young people with SEND to inform future commissioning.

## **Social Care**

A social care pathway has been developed to ensure quality and timely social care advice is received within the statutory timescales.

## Quality Assurance for the EHC Assessment Framework

EHC Assessment Framework quality assurance will be undertaken as outlined below to ensure consistency of process across services which support pupils with special educational needs and disabilities.

### Practitioner

Who	When/How often	Tools
<b>EHCP Co-ordinator using</b> the EHC Assessment Quality Assurance Framework. The purpose of the guidance documents and checklist is to help develop an understanding of what is required in terms of quality	Use the checklist when EHC plan is drafted or finalised	Wirral Council EHC Quality checklist

### Peer Moderation

<b>EHCP Co-ordinators</b>	When EHC plans are drafted, peer moderation between officers within the SEN team	Wirral Council EHC Quality checklist
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<b>Line Managers</b> of practitioners working on the EHC Assessment process	Termly sampling of EHC assessments completed by SEN managers	Wirral Council EHC Quality checklist
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### EHC Assessment Sub Group

<b>EHCP Moderation Group</b>	Quarterly dip sample of 4 EHCP's and advice and information	Wirral Council EHC Quality checklist
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### North West Regional SEN Network Peer Moderation

<b>Education Officers from a number of NW local authorities</b>	As dates are set	Sampling of each other's EHC plans
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