

# Nottingham & Nottinghamshire

## Joint Area Quality Assurance (QA) Framework for Education, Health & Care Plans (EHCPs)



**Working together for quality EHCPs**



**Nottingham**  
City Council



**Nottinghamshire**  
County Council

**NHS**  
Nottingham and  
Nottinghamshire  
Integrated Care Board

**Parent  
Carer**  
Forum  
Championing the voice

**RAINBOW**  
Parents Carers Forum

## Welcome to our Quality Assurance (QA) Framework for Education, Health and Care Plans (EHCPs)

The aim of this Framework is to make sure that EHCPs and the information that goes into them is good quality.

The Framework has been developed by people from across Nottingham and Nottinghamshire who are involved with EHCPs. This includes parents, carers and professionals from education, health and social care.

### Why do we need a Joint Area QA Framework?

A Joint Area QA Framework is needed to make sure that everyone involved with EHCPs across Nottingham and Nottinghamshire understands what a 'good' EHCP looks like and how 'good' will be achieved.

Nottingham City and Nottinghamshire County are two different council areas, but lots of professionals work across both areas. It is therefore helpful to have a shared approach to quality across Nottingham City Council, Nottinghamshire County Council, Health (NHS Nottingham & Nottinghamshire Integrated Care Board) and other partners. This QA Framework will help us make sure that:

- Everyone involved in EHC Assessments, Plans and Reviews know what quality standards are expected – what 'good' looks like.
- Professionals work to the same high standard across the city and the county.
- We improve the quality of EHCPs and ensure it is consistent.
- We regularly listen to and learn from feedback to improve what we do.
- Children and young people have Plans that support them to:
  - Be safe, healthy and happy
  - Have a good quality of life
  - Fulfil their aspirations
  - Develop their independence
  - Make a positive contribution to society
  - Achieve their full potential

### Our shared values

We want our children and young people with SEND to be:



We believe that:

- The views of children, young people and their families/carers are key to understanding what 'good' looks like.
- Quality assurance is everyone's business - everyone involved in EHC Assessments, Plans and Reviews has a responsibility for, and an important role in, ensuring quality.
- Quality assurance is not a one-time thing, it is ongoing.

## What good looks like to families

Families were asked what good looks like to them. These are some of the things they said. They want these things to happen all the time.

### Involving children and families

- Parents/carers and children are at the centre of all discussions. They are listened to and contribute as equal partners in genuine partnership.
- Parents are seen as 'experts' on their children. Their views are valued.
- Information and support are given to help children, parents and carers engage meaningfully and make informed choices.
- Children and parents/carers are actively asked to give feedback.
- Parents/carers are not made to feel that budgets/money are the focus – the child remains front and centre.
- Parents/carers are communicated with at every stage of the process.

### Working Together

- Everyone involved with the child works together.
- 'Tell us once' – information is shared appropriately so that parents/carers do not have to repeat themselves.
- Things are done in a timely way - deadlines are met where practical.
- Everyone involved with the child has a clear understanding of their needs and the support they require.
- The workforce is appropriately trained and knows what support is available. There is regular training to ensure everyone is up-to-date.
- Communication with children/families is honest and open. Clear language is used. People respect others' views and show kindness and understanding.
- EHC needs assessments are full and holistic. Advice/assessments from relevant professionals are sought at the point of assessment, not after.

### **Being Accessible**

- Reports and Plans are clear, concise and easy to read.
- No jargon or vague language. Abbreviations and diagnoses are explained.
- Plans are understandable and accessible to parents/carers, children, providers and practitioners. They should be written so that they can be understood by professionals in any Local Authority.
- Information is correct – no mistakes or outdated information.
- Information and guidance is user-friendly.

### **Information in EHCPs and reports**

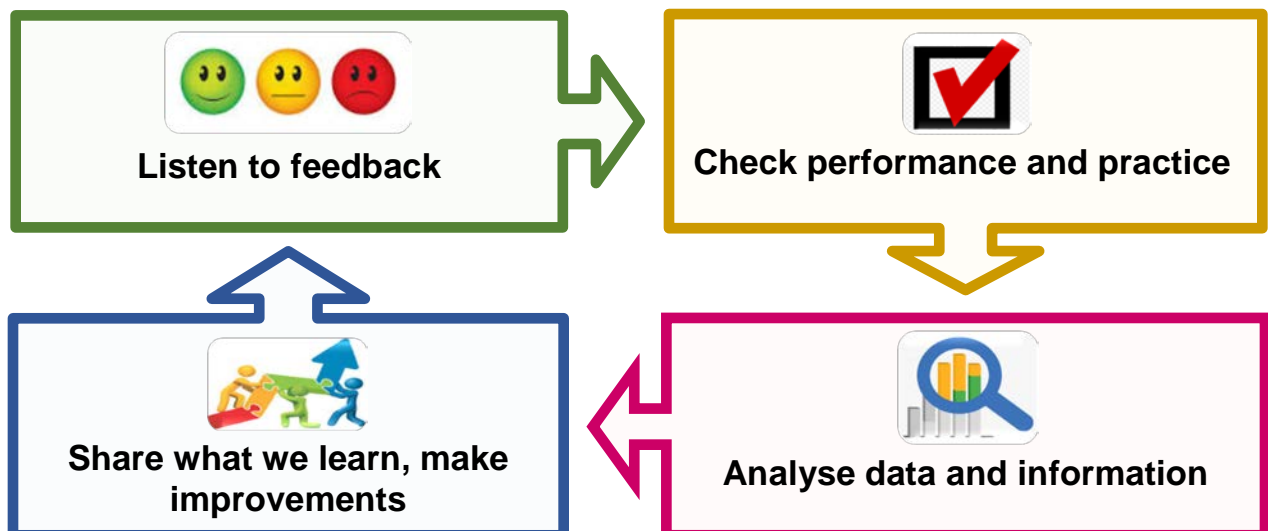
- The views of the child and family are accurately reflected, including in the outcomes. It is clear they have been listened to.
- You get a real sense of the child from reading the EHCP. It is clear who the Plan is about.
- Descriptions of need do not just focus on medical conditions. They explain how the child's needs affect their daily life.
- Outcomes are realistic but ambitious and centre on the aspirations of the child and family. Progress towards outcomes can be measured.
- Needs should be revisited/reviewed annually so that any changes in need are understood and responded to.
- It is clear how the child's support helps them to achieve their outcomes.
- Provision is detailed and specific and measurable.
- The EHCP lists each and every one of the child's needs.
- The EHCP prepares the child to be as independent as possible. The support in the Plan enables the child to live a normal life as possible and achieve the best possible educational and other outcomes.
- Every special educational need in Section B of the EHCP has provision to meet it.

## Our EHCP Quality Standards

- ★ EHCPs are person-centred with a clear link between aspirations, needs, outcomes and support.
- ★ EHCPs are shaped by (and clearly reflect) the views, wishes and feelings of children, young people, their families and carers.
- ★ EHCPs consider a child or young person’s aspirations and this can clearly be seen in all their reviews.
- ★ EHCPs are clear, concise, understandable and accessible to children, young people and their families.
- ★ Outcomes in EHCPs are SMART and person-centred. They reflect the aspirations of children and young people.
- ★ EHCPs are specific. They clearly identify a child or young person’s needs and the support required to meet the needs and achieve the outcomes.
- ★ Everyone involved with a child or young person across education, health and social care contributes to the EHCP and reviews. They do so within timescales.
- ★ Reviews of EHCPs focus on the progress children and young people make towards their outcomes. People at reviews listen to what might need to change and respond to changing needs.
- ★ EHCPs and reviews for young people in Year 9 and above have a strong focus on preparing them for adult life.

## Our QA Process - How we will make sure EHCPs are good quality

To achieve the quality standards above, we will continually:



### **Listen to feedback**

Partners will seek and listen to feedback, including from compliments, complaints and surveys.

### **Check performance and practice**

- All partners will have their own arrangements for regularly checking reports against agreed quality standards.
- EHCPs and reviews will be regularly checked against agreed quality standards.
- All partners will take part in and contribute to multi-agency quality checks.
- Monitoring and trackers will be used to identify underperformance and delays in meeting deadlines. Partners will have their own arrangements for this, supported by data on meeting deadlines provided by Local Authority SEND services.

### **Analyse data and information**

Partners will look at the data and information gathered from audits and monitoring to identify trends, good practice and areas for improvement.

### **Share what we learn and make improvements**

- We will share findings/learning so that good practice is promoted and areas for improvement are addressed.
- SEND boards will have oversight and make sure that plans are created to bring about improvements across education, health and social care.
- Partners will meet to reflect/learn, celebrate success and share best practice.
- We will support the workforce by recognising achievements, setting expectations and providing training.

## What words and terms mean

**Aspiration** – An ambition. Something a child or young person wants to achieve, or that their family want them to achieve.

**Aspirational** – Ambitious. Wanting to achieve

**Framework** – A document that explains how something will be done.

**Holistic** – Including everything, not just parts.

**Joint Area** – Nottingham and Nottinghamshire

**Local Authority** – A local council

**Outcomes** – Aims, or goals. What is trying to be achieved for a child/young person and their family, based on their needs, interests, wishes and ambitions.

**Person-centred** – Focusing on the child or young person.

**Provision** – The support a child or young person needs.

**Quality Assurance** – The process of making sure quality is maintained

**SEND Board** – A group of people who work to ensure that responsibilities around SEND are met.

## What letters stand for

**EHC** – Education, Health and Care

**EHCP** – Education Health and Care Plan

**QA** – Quality Assurance

**SEND** – Special Educational Needs and Disability

**SMART** – Specific, Measurable, Achievable, Realistic, Time-bound