

Wandsworth Strategy for Children and Young People with Special Educational Needs and Disabilities aged 0 – 25

2020 - 2024

Version	Date	Updated By	Authorised By	Date of Next Review



Contents

Introduction.....	2
Our Vision.....	2
The aim of this strategy	2
Coronavirus (COVID-19) Pandemic	3
A Graduated Approach – how we identify SEN support	3
What have our children, families and young people said?	4
Engagement Plan.....	4
Transformation Subgroups	4
Our journey so far.....	5
How is the strategy being developed?	5
Consulting on the draft strategy	6
Leadership and Governance of SEND in Wandsworth	7
Statistics	8
Health data – Clinical Commissioning Group overview	13
Attainment and progress of children and young people with SEND	13
Our 5 Outcomes	15
Local offer	21
How will we know if we are making an impact?	23
Annex A – Quality Assurance Framework.....	24
Annex B - Statistical Neighbours	38

Please note: all data and statistics will be reviewed and updated appropriately before final publication.

Introduction

In Wandsworth we want our local area to be the best place to grow up for all children, including those with special educational needs and disabilities (SEND). Children are at the heart of everything we do.

Working in partnership under the SEND Joint Strategic Partnership Board the local authority, South West London Clinical Commissioning Group (CCG) and our parents group Positive Parents Action (PPA), have developed a strong vision to reflect our ambition for all children and young people with SEND. We want to ensure that providing effective services to support children and young people with their health, well-being, education, participation in the community, and beyond to independent adulthood. In this strategy we use the term 'young person' to mean 'over the compulsory school age and under 25,' as defined by the Code of Practice 2014.

Our aspirations for **all** children and young people in the borough are high and should not be compromised. Children should experience a positive childhood, and have the necessary support to achieve current and future aspirations. We believe that children and young people, including those with the most complex needs have access to good local provision to be able to reach their aspirations.

Our Vision

We want Wandsworth to be a place where children and young people with special educational needs and/or disabilities are everyone's priority and feel like they belong in an inclusive local community. Their education, health and care needs will be identified early, met timely and efficiently, and they will be supported to achieve the best possible outcomes which reflect their individual aspirations.

The aim of this strategy

Wandsworth's SEND Strategy is based on the five outcomes we want to see for all children and young people in the borough, as featured in the Wandsworth Borough Council 'Children and Young People's Services Plan 2020-23'. We are committed to improving these five outcome areas. The SEND Strategic Partnership Board feels strongly that we should work towards achieving the same outcomes for our children and young people with SEND. The five outcomes are:



Coronavirus (COVID-19) Pandemic

Since March 2020 the UK has been affected by the COVID-19 pandemic. This continues to have a significant impact on the services being offered to children and young people with disabilities and their families. Many providers have been, and continue to be creative, finding alternative ways to continue offering support whilst following Government guidance. Examples include health colleagues finding alternative methods of assessment while following social distancing guidance, to our short break providers delivering virtual sessions while continuing to plan for face-to-face group activities. Communication and up to date information across the partnership, including to our children, young people and families is key at this time.

A Graduated Approach – how we identify SEN support

The Code of Practice 2014¹ sets out that all types of educational settings should follow a Graduated Approach – a cycle of assessment, planning, doing and reviewing as the best way of obtaining good progress for **all** children and young people by ensuring SEN support is available where required. SEN support is about making reasonable adjustments, which could mean doing things a bit differently.

The Local Area partnership is committed to early identification for children and young people. Joint assessments and planning take place between education, health and care and ensure our children and their families are involved so that the correct SEN Support is identified. Our aspirations extend to working together with children to improving outcomes including identifying and working towards individual aspirations.

In Wandsworth we promote a universal inclusive whole school practice including a quality-first teaching approach to benefit all children and young people. Where an additional need is identified, a school should follow the 'assess-plan-do-review cycle' to ensure that the needs are fully understood and supported. As children learn differently an approach which works for one child may not work for another. This may mean more than one cycle may be required to assess and plan the most appropriate actions.



Children, young people and their families should have a say in how they are supported, and we will involve them in the four-stage cycle process. The SEN support can range from having a quiet place a child can access, choosing where in the classroom a child would like to sit, to having extra adult support or support from technology. Some of these adjustments carry no additional cost, others may involve a financial commitment within an education or care setting. This is not an exhaustive list and we expect our education settings to be flexible in their approach to arranging provision for individual children. The Graduated Approach is a way of describing the assess-plan-do-review process to ensure that progress is being made. Some pupils may need a gradual increase in help and support, with complex needs perhaps requiring several cycles and may ultimately lead to an Education Health and Care Plan.

¹ [SEND Code of Practice, 2014](#)

What have our children, families and young people said?

This section will include –

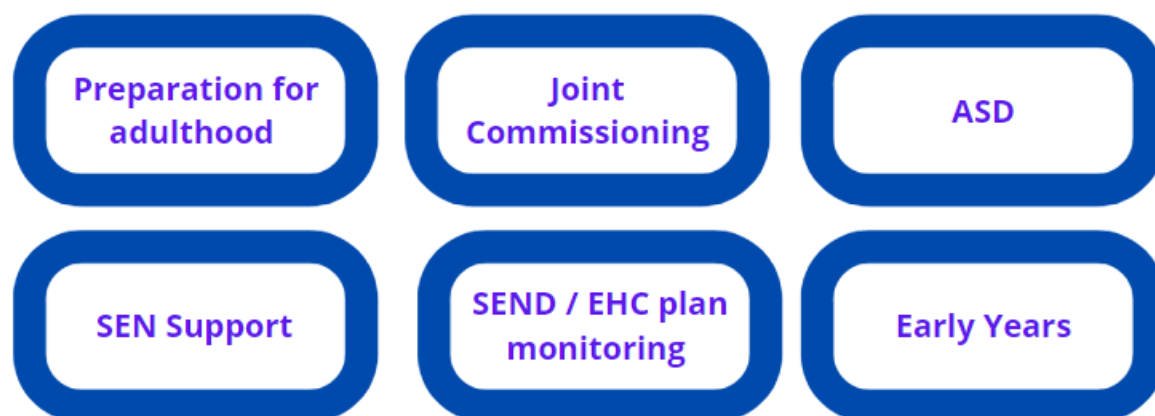
- **quotes from feedback after draft SEND Strategy consultation ending in November 2020**
- **any additional comments from previous inspections / consultations which compliment the above.**

Engagement Plan

Wandsworth Borough Council are currently consulting with children and young people as part of the Participation Project which will inform the Engagement Plan. Key principles following consultation will be included in the SEND Strategy which will highlight how youth voice is included in local authority decision making. It is hoped this will extend to Local Area partners in 2021.

Transformation Subgroups

To ensure that each of the five outcomes are met, operational activities and services will be accountable to one of six transformation subgroups, who in turn will report to the overall SEND Strategic Partnership Board. All partners will be guided by and report to the appropriate subgroup to ensure that everything we do reflects our vision and improves the lives and supports the aspirations of our children and young people with SEND. The groups will also ensure that collectively Local Area partners are effectively using resources available while identifying innovative and new ways of working to achieve the best possible outcomes for individual and collective groups of children and young people. We will continue to work closely with Voluntary Sector organisations to compliment and strengthen our services in Wandsworth. The transformation subgroups are -



In addition, our outcomes will be achieved by having access to good quality information and systems which will ensure effective collaboration and co-production with all partners in social care and health. Information, systems and structures such as our Quality Assurance Framework² will support our improvement journey towards excellence. Providing practice

² Quality Assurance framework - Annex A

scrutiny that is established and systematic, the framework allows findings from audits, quantitative and qualitative data and outcome measures to be used in a responsive and efficient way. This will ensure that children and young people remain at the heart of everything we do, that our practice reflects local need and support our ability to implement improvements cost and time effectively. The framework is a mirror on how true we are being to our '7 obsessions' in the Wandsworth Borough 'Children and Young People's plan 2020 – 2023', which strategically links to the SEND Strategy.

Our journey so far...

Since 2014 we have been on an improvement journey to implement the reforms as described in the Children and Families Act 2014 and the SEND Code of Practice 2014. Our Special Education Needs, Inclusion and Disability Policy was implemented in 2015 which underpinned how the local partnership, including the NHS CCG, schools, colleges, other local providers such as the voluntary sector, children, young people and families with SEND and the council, would implement the reforms locally by improving services and provision in Wandsworth.

In November 2019 we received our local area SEND inspection. As a result, two areas of significant weakness were identified. Senior officers (across the local authority and CCG) accepted the findings of the inspection in full and immediately set out to address the areas for development. This strategy provides an overarching vision and strategic focus for our continued improvement journey.

Our action plans since 2014 started to lay initial foundations for our continuous improvement pathway. Taking account of the impact made to date, the partnership have been able to focus on what worked well, what was missing and the resources we needed to ensure that our work was improving the lives of our residents including refreshing the local authority Children's Services commissioning strategy to cover up to and including 2022. There are already several contracts that are jointly commissioned with the South West London CCG. However, a key strand of the commissioning plan for 2021 is to formalise the partnership and joint commissioning arrangements with the CCG and explore further opportunities for closer partnership working and joint commissioning of services.

In addition to this we have restructured our SEND governance to reflect our commitment to embed strategic co-production which will also ensure we are held accountable for all our future action plans.

The above will be underpinned by our collective ambition to work smarter, with innovation and using digital technology where possible to engage and support children, young people and families. Guided by local need, our commitment is to use resources effectively and efficiently to achieve the best possible outcomes.

How is the strategy being developed?

This SEND Strategy has been developed with contributions from the local authority, the South West London CCG, the parent forum Positive Parents Action, education settings and Wandsworth Information, Advice and Support Service (WIASS) with the aim of ensuring that services across the borough work together and in partnership with children, young people and their families to ensure improved outcomes for all children and young people, including those with special educational needs and/or disabilities.

This strategy is for all children and young people with special educational needs and/or disabilities – those with an Education, Health and Care Plan, as well as those whose needs

can be met with SEN support identified in our Graduated Response Cycles. The partnership wants to ensure that services and action plans reflect the local area and are driven by learning from inspections by Ofsted and Care Quality Commission and feedback from our residents and staff. Service developments will always be made while considering our overall vision and ambitions to continually improve the lives of our residents.

Our Strategy is coordinated and monitored by the SEND Strategic Partnership Board and will be reported to Wandsworth Council Education and Children's Services Overview and Scrutiny Committee, Wandsworth Safeguarding Partnership and NHS South West London CCG. The development and monitoring of the strategy's action plan will be similarly overseen. The leadership and governance structure is provided below.

Consulting on the draft strategy

More information will be added here after the consultation has ended in November 2020



The voice of children and young people is key to ensure we identify and meet the strategic priority areas, ensuring they are relevant and measurable for all children, young people and families. We have worked to identify strong Engagement Plan within the local authority for children and young people to ensure their voice remains at the heart of everything we do. We hope the Plan will be adopted by the local area by 2021.

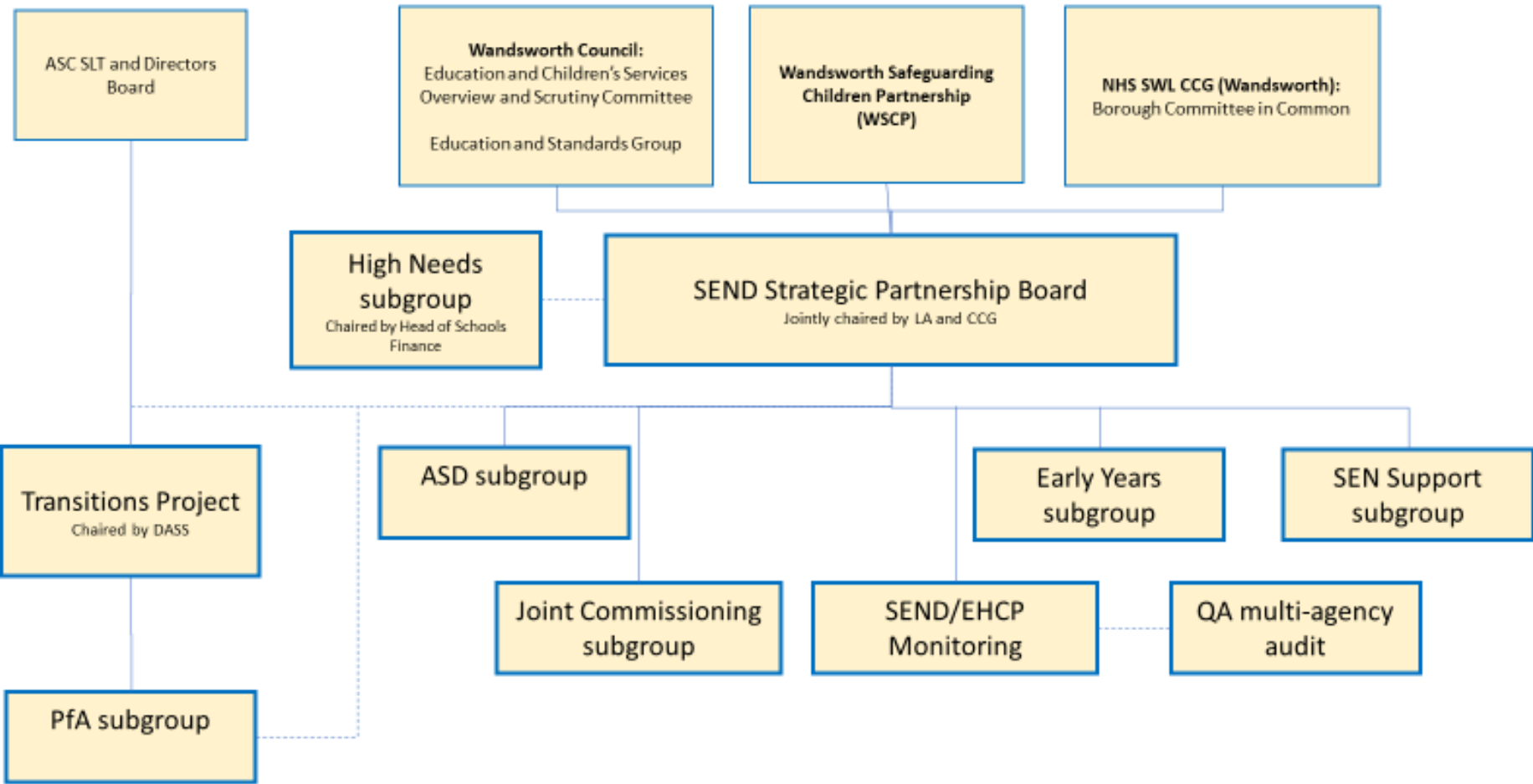
One of the strengths of the Local Area Inspection was the effective work of the local parent carer forum, Positive Parent Action (PPA). The vision of the strategy was co-produced with PPA and they were involved in the development of the overall strategy. We will continue to have a good working relationship with PPA to ensure the voice of our parents, carers and families are acknowledged and fed into operational decision making.



Leadership and Governance of SEND in Wandsworth

Good governance will be key to how we drive forward improvement for children with special educational needs and/or disabilities. The following groups, councils, board and individuals will be held accountable to ensure we meet our aims for children and young people.

Official



Statistics

Wandsworth Profile



44,773 Pupils in Wandsworth Schools

2,418 residents (2.3%) age 0-25 years old in Wandsworth have a EHC Plan

4,480 pupils (13.1%) of the school population in Wandsworth have SEN Support (2020)

32.1% of pupils attending Wandsworth state-funded special schools live in another local authority (2020)



Vulnerabilities

33% of pupils recorded as having SEN provision are also eligible for free school meals, compared to 17% of the total Wandsworth pupil population

71.8% of children and young people in the borough with EHC plans are male

69.6% of children and young people in the borough with EHC plans are from a BAME background

Education, training and employment

65% of schools, and 86% special schools have a rating of 'Good' or 'Outstanding'

481 families are supported by Wandsworth's Information and Advice Service for special educational needs and/or disabilities in 2019/2020.

18.3% of NEET young people are identified as SEN Support and 9.7% have an EHC plan.

This is higher than the London average of 7.8% of NEET young people identified as SEN Support, and 6.9% have a EHC plan.

32% of pupils recorded as having EHC Plan have ASD has their primary need

Participation and engagement



*information to be inserted about response of the consultation for SEND strategy and Engagement Strategy *

Positive Parents Action co-produced the Vision for the new SEND strategy

Feedback is consistently sought from members of the Disabled Children's Register on the Local Offer and offers available through the WAND and WAND+ Card

A new Engagement Plan will be published in 2021

Over the last 4 years, the number of Education, Health and Care (EHC) Plans in the Borough has increased by 73%. In 2020 this represents 2.75% of residents age 0-24 population with 2,418 EHC plans in place. As 2014 saw an increase in the age range for children with EHC plans this partly accounts for the overall increase in numbers, with additional numbers of plans seen at earlier age bands. We aim now to stabilise the number of EHC plans by increasing the awareness amongst professionals in education and health of the range of SEN support available for children and young people, coupled with a robust identification process in line with the Graduated Response cycle. As well as increasing awareness amongst professionals of SEN support, clearer information will be provided to parents and carers providing them with confidence in the support which is provided within a mainstream school setting.

Nationally the number of pupils classified as having SEN has increased for a fourth consecutive year and Wandsworth has a higher than average number of pupils recorded as having SEND within the school population, as well as a higher than average proportion of EHC plans within the resident population. The average percentage of pupils recorded as having any SEN in Wandsworth is 17.9% compared to 15.4% nationally and 16% across statistical neighbours³ (statistical neighbours outlined in Annex A). It is important to distinguish between the two populations as Wandsworth has a range of specialist education settings which are accessed by pupils who live out of borough. More information is provided below.

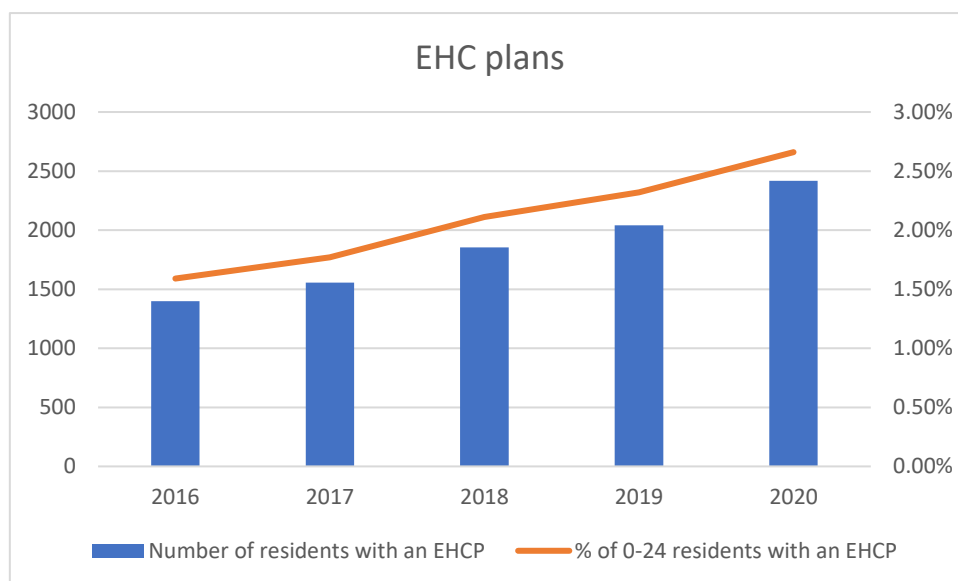


The total number of children and young people with an EHC plan **resident** in Wandsworth is 2,418 at January 2020 (see table 1 below). There has been an increase of 73% of residents with EHC Plans since 2016.

		2016	2017	2018	2019	2020	% Increase from 2016 to 2020
Wandsworth	Number of residents with an EHCP	1398	1556	1854	2042	2418	+73%
	% of 0-24 residents with an EHCP	1.59%	1.77%	2.11%	2.32%	2.66%	
National	Number of residents with an EHCP	256,315	287,290	319,819	353,995	390,109	+52%
	% of 0-24 residents with an EHCP	1.54%	1.72%	1.92%	2.12%	2.34%	

Table 1: Number and percentage of residents with an EHC plan in Wandsworth and percentage of residents with an EHC plan nationally

³ Department for Education. National tables: Special educational needs in England: January 2019. All Schools: number of pupils with special educational needs, based on where the pupil attends school. 2019.



The data in table one shows there is a correlation between the number of residents with an EHC Plan, with the steady increase in the percentage of overall 0-24 year olds in Wandsworth with an EHC Plan.



As at 2020 there are approximately 90,732 children and young people under the age of 25 living in Wandsworth (27.2% of the total population).

As at January 2020⁴, the 2,418 children and young people age 0-25 with an EHC plans were based at the following settings -

- 1,110 attended mainstream schools
- Of those, 159 attended resourced provision within mainstream schools
- 436 attended LA maintained special schools
- 139 attended special free schools or academies
- 146 attended non-maintained or independent special schools
- 195 were in further education or other post 16 institutions.
- 2 attended early years settings
- 18 attended alternative provision/pupil referral units (AP/PRU)

⁴ SEN2 2020 data

Wandsworth is home to a large amount of specialist provisions, including three regional special schools. A key factor that differentiates SEND provision in Wandsworth is the high number of children and young people attending special schools in the borough, who are not Wandsworth residents. This may, to a certain extent, explain why there are more pupils with SEND being educated in the borough than usual. In fact, 32.1% of pupils attending state-funded special schools within Wandsworth live in another local authority. This is considerably above the national average of 8.9% and the London average of 16.7%. Despite such a large proportion not being residents of the borough, this represents significant demand on our services and as such this needs to be considered as a priority by the local area.

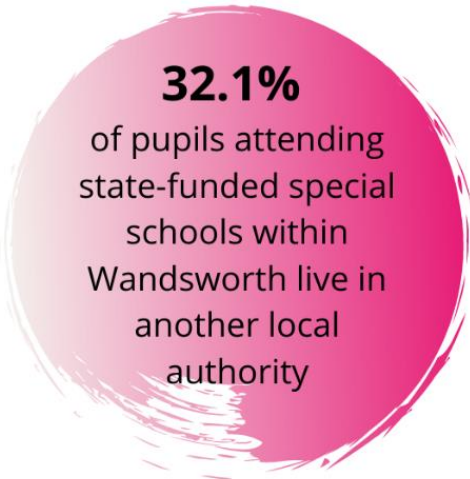
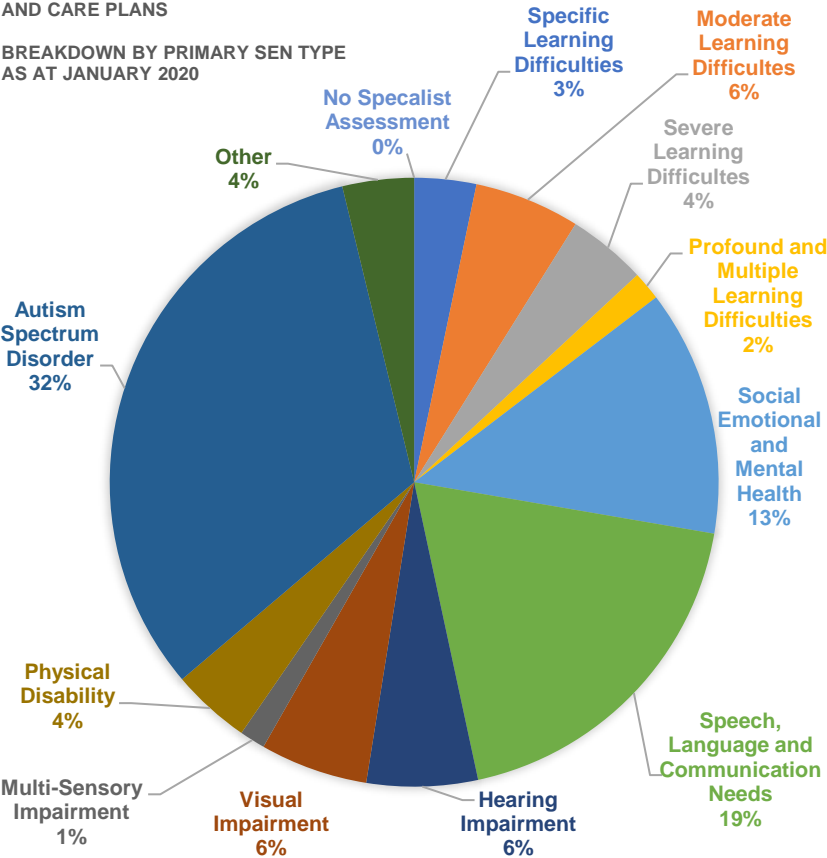


CHART 1 - CHILDREN WITH EDUCATION, HEALTH AND CARE PLANS
BREAKDOWN BY PRIMARY SEN TYPE
AS AT JANUARY 2020



The largest proportion of primary need amongst children with EHC plans is those with ASD. This is an important group and our future planning will reflect the high proportion of autism as a primary need.

Of note is the number of specialist education settings located in Wandsworth - two specialist schools, four resource bases at secondary school and six at primary school which specifically support children with ASD. In addition is a Sensory Support Service for Visual and Hearing impairments. This could explain the significant proportion of pupils in comparison with national and statistical neighbours. Nevertheless, it represents a high level of demand which must be met by the local area.

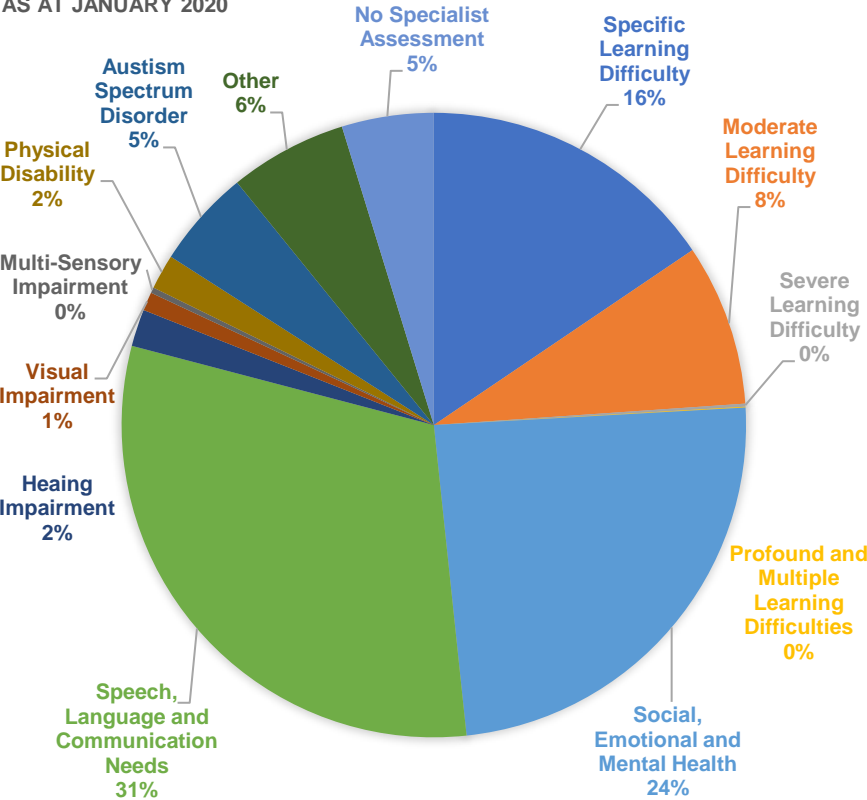
Chart 1& 2: School Census: Special educational needs in England, January 2020

Contrastingly, when we consider the primary need of children with SEN Support, the profile dramatically changes.

The largest primary need becomes Speech, Language and Communication needs (31%) which has steadily increased since 2015, followed by Social, Emotional and Mental Health (24%).

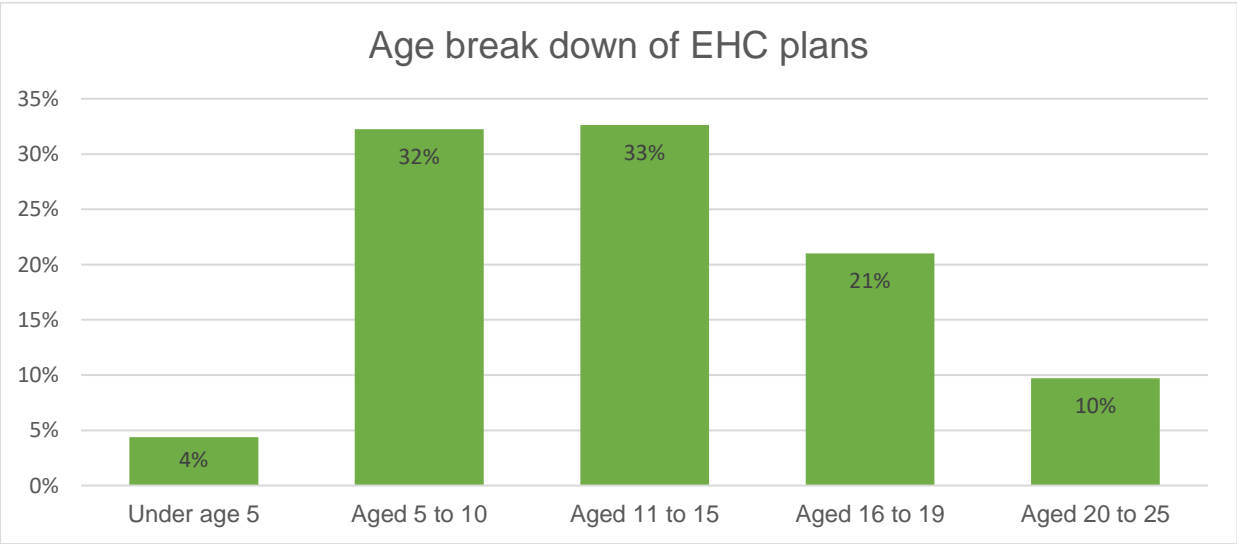
We know from our Joint Strategic Needs Assessment (JSNA, which assesses current and future health and well-being needs) notes that we have a high level of Speech, Language and Communication needs among our cohort of pupils who have English as an additional language. This needs to be carefully considered. Wandsworth has a much higher percentage of pupils who are classed as having English as an additional language (EAL) – 42.5% compared to 19.4% nationally.

CHART 2 - CHILDREN ON SEN SUPPORT
BREAKDOWN BY PRIMARY SEN TYPE
AS AT JANUARY 2020



Our JSNA also outlined a high prevalence of Social, Emotional and Mental Health needs in Wandsworth in comparison to the national picture and a concerning incidence among Black Caribbean pupils, highlighting an ongoing issue with overrepresentation in certain ethnic groups. Ethnicity plays a part in children’s likelihood of being identified as having SEND, and any disproportionality of certain nationalities will become an area of priority while also considering other additional pupil background characteristics such as looked after children.

The current age profile of children with EHC plans is based on the 2,418 plans recorded as at January 2020, is as follows:



We will continue to monitor the age of children and young people with EHC plans with the aim of ensuring the majority of children have any special educational need identified in the younger age groups so appropriate support is available to improve their day to day lives in education and at home.

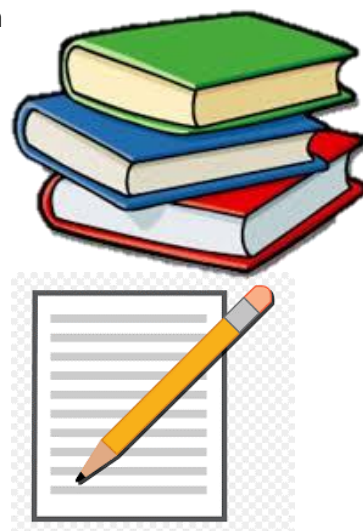
Health data – Clinical Commissioning Group overview

Data and statistics from CCG Partners on services (including therapies) will be added in the final SEND Strategy

Attainment and progress of children and young people with SEND

For our school population of children on SEN Support and those with an EHC Plan, the education provision is rated 'good' or 'outstanding' by Ofsted in 86% of Special Schools, 93% of all schools, and 95% of Early Years Foundation Stage (EYFS).

Generally, in Wandsworth there is evidence of good educational outcomes for those on SEN Support. In 2019, of the number of pupils receiving SEN Support, 37% received the expected standard in reading, writing and maths at the end of Key Stage 2. This is significantly higher than the national average of 25% and statistical neighbour average of 36%. This standard drops for those with an EHC plan where only 6% reached the expected standard, lower than the national average of 9% and statistical neighbour average of 13%.



In 2019, of the number of pupils receiving SEN Support, 37% received the expected standard in reading, writing and maths at the end of Key Stage 2. This is significantly higher than the national average of 25% and statistical neighbour average of 36%. For those with an EHC plan only 6% reached the expected standard, lower than the national average of 9% and statistical neighbour average of 13%.⁵ However, as we have a higher proportion receiving SEN Support, we must consider the possibility that these good results may in part be due to an overidentification of need.

As children and young people move on to Key Stage 4 the Progress 8 scores for young people ranks 5th to statistical neighbours⁶ and the SEN Support cohort ranks 1st. While this is an outstanding achievement it should not allow us to become complacent, and we should continue to aspire for 'good or better' progress for all.

Moving beyond Key Stage 4, 94.2% of young people who receive SEN Support are in education employment or training (2018) which ranks Wandsworth 2nd in comparison to our 10 statistical neighbours. This also ranks as an outstanding 7th nationally. In addition, the EHC plan cohort ranks as 2nd nationally for Key Stage 4 destinations.

⁶ Department for Education. Key Stage 2 and multi-academy trust performance, 2018 (revised). Attainment of pupils at the end of key stage 2 in reading, writing and maths by SEN provision and local authority. 2018.

To contrast, Wandsworth sits 134th nationally for positive employment, education or training for all young people with SEN provision after Key Stage 5. This is therefore a significant and key area of improvement which is reflected in the writing and recording of EHC plans.

Like all children in the borough, our aspirations for children and young people with SEND are high. We want to ensure that all education providers have access to the right support and guidance they need to be able to support children in their setting. Considering the high proportion of children with EHC plans and a primary need of ASD, we are committed to ensuring that everyone in the community has the right training and skills to be able to support children and young people with ASD.

Further areas of improvement also include the continued monitoring of attendance and actions which can be taken to reduce exclusion rates. There is a relatively high percentage of persistent absentees recorded in special schools in Wandsworth, at 30.7% compared to 30.1% (statistical neighbours) and 28.1% (Nationally)⁷. One explanation for this higher than average number is the increased level of ongoing or prolonged illness for pupils who attend our specialist provision schools. Further attainment and progress data across all Key Stages will also be used in reports to the SEND Strategic Partnership Board to inform decision making.

Looking at the outcomes of the EHC plan cohort, based on resident population, the percentage of children and young people with EHC plans attending post-16 institutions in Wandsworth at January 2019 is 10.4%. This is below national (16.2%) and London (13.6%) averages⁸.

The local area is committed to increasing the level and range of data used to report on all achievements, allowing information gathered to expand beyond a sole focus on academic attainment. We know from parents, carers and families that holistic achievement against all areas of life, not just academic, are important and our new recording processes will enable a clear method for acknowledging and recording a wider range of achievements for our children and young people.



⁷ Department for Education. Pupil absence in schools in England: 2018 to 2019. Table 9: Pupil absence by type of school.

⁸ Department for Education. Main tables: Statements of SEN and EHC Plans: England 2019. Table 5b: Placement (%) of children and young people with an EHC plan by local authority. 2019.

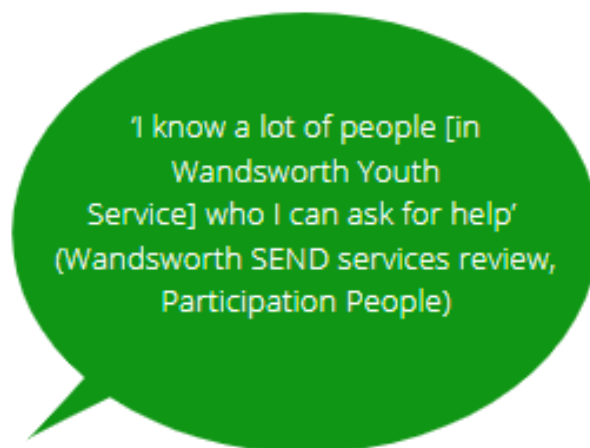
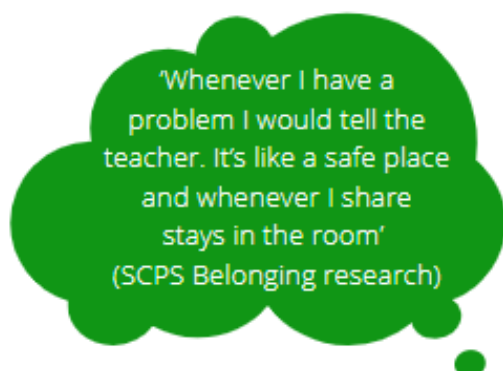
Our 5 Outcomes

In order to enable us to realise our vision and fulfil the aims of this strategy we have made commitments detailed in the section 'what we will do' under the following 5 Outcomes.

1. Safe & Secure

We aim to ensure children and young people feel and stay safe by ensuring they have the opportunity to access support through a number of services and pathways. Children and young people will have a secure and supportive network around them to ensure they always feel safe and cared for, with abilities to build resilience skills from early years to adulthood and independence. This feeling of safety and security should exist not only in their homes, but in their broader communities which remain free from criminal activity and anti-social behaviour.

What have our children, young people and families said?



We know...

- Children's centres and the team around the child approach of Early Help services provide a coordinated approach for children with, and without, EHC plans. This enables those with emerging needs to be appropriately supported (Local Area SEND Inspection 2019).

We will aim to:

- Effectively manage our 'front door' for families to access education, health and social care and to enable quality multi-agency planning for early and effective support.
- Increase services across education, health and social care to support young people in feeling safe and preparing them for a safe and happy adulthood, including employment, independent living, community inclusion, social life, and health.
- Help children and young people to appropriately deal with bullying and staying safe online.
- Help build skills and resilience for children, young people and their families to feel and stay safe.
- Ensure social care professionals consistently participate in the identification and assessment of children and young people with special educational needs and/or disabilities who may need an EHC plan.



2.Achieve & Aspire

We are committed to supporting children and young people with special educational needs and/or disabilities to aim high, achieve well and feel a sense of belonging and inclusion in their educational setting and beyond. We will promote life-long learning and promote the development of key skills and confidence. This includes all children with special educational needs (SEN) – those with an Education, Health and Care Plan (EHC plan) and those at SEN Support.

What have our children, young people and families said?

To achieve my goals I need to speak to people who I trust calmly about what's going on to avoid my feelings becoming overwhelming' (Wandsworth SEND services review, Participation People)

'if you get along with them you learn better, you can have a laugh and engage and learn more. You listen more and understand better.' (relationship with staff) (SCPS Belonging Research)

We know...

- Over 600 practitioners have been trained in the identification of speech, language and communication needs. Parents and providers say that children in early years have experienced a 'more positive journey' (Local Area SEND Inspection 2019).
- There has been a 61% increase in EHC plans issued in the borough since 2014, with 45% of plans now completed within statutory 20-week deadline (2020).
- That 86% of Wandsworth special schools, 93% of all schools, and 95% of EYFS settings rated 'good' or 'outstanding' by Ofsted.
- Certain demographic groups have a much higher likelihood of having been identified as having SEND. In particular, Black Caribbean, white and Black Caribbean and white British disadvantaged pupils are all 50% more likely than average to have SEND.
- There are increased exclusion rates for pupils with EHC plans but providers collaborate well to keep the number of exclusions in Wandsworth, involving children and young people with SEND, low which ensure we are well below the national rate (Local Area SEND Inspection, 2019).
- Providers plan together to ensure a smooth transition from primary to secondary schools. As a result, children and young people arrive ready and able to learn. (Local Area SEND Inspection 2019).

We will aim to:

- Increase inclusive practice so that children with special needs and disabilities can attend their local school.
- Support schools, individuals and groups in the local community who are working with children to increase their knowledge and skills for supporting children and young people with special educational needs and disabilities, including ASD, and develop an inclusive culture.

- Develop effective pathways for children and young people who have ASD and present with challenging behaviours, to ensure they have access to local support to achieve positive outcomes.
- Continue to monitor attainment and ensure that progress is good or better in schools and nurseries. This will include looking beyond academic attainment to consider all outcomes and progress made against them for an individual child or young person.
- Support and challenge school leaders to further develop inclusive practice in all schools
- Develop a shared understanding across all agencies of the expectations placed on schools, settings, colleges and services to deliver a robust SEN Support offer in Wandsworth (SEND4Change report).
- Improve the planning and assessment arrangements for EHC plans to better meet children and young people's needs and aspirations, and to meet statutory timescales (Local Area SEND Inspection 2019).
- Improve the quality of EHC plans by ensuring involvement with professionals, parents and children and young people to ensure they include shared outcomes based on the aspiration of the child which accurately reflect needs concisely.
- Evaluate the impact of the local area's work in embedding the reforms more comprehensively by establishing a consistently agreed and applied framework for doing so. We will use the findings from this to share strong practice and rectify weaknesses (Local Area SEND Inspection 2019).
- Improve the stability in the Special Needs Assessment Service (SNAS) team to help improve the EHC plan process and quality.

3. Healthy mind, Healthy body

We will ensure there is sufficient health provision, for mind and body, in the local area which meets the range of needs of our children and young people with special educational needs and/or disabilities and provides good outcomes. Children and young people will be supported in learning how to make healthy choices on their own from the outset, both for the mind and the body. We will encourage them to lead healthy and active lifestyles and, importantly, have fun and enjoy their childhood.

What have our children, young people and families said?

"The only place you can find information about Mental Health services in Wandsworth is in my counsellor's room, but you have to approach them first to get this information! It should be in easily accessible places for everyone" (Wandsworth Youth Council – Mental health in schools – our top tips)

"I don't understand why adults continue to think they know best when it comes to communicating with us. Surely, we should be teaching them? Now I've completed my treatment, I want to help, so that others don't have to put up with complicated letters and leaflets that don't make sense and make you even more anxious" (Wandsworth's Mental Health Youth Climate Report)

We know...

- The identification of additional health needs in children aged 0-5 is a strength (Local Area SEND Inspection 2019).

- There are close links to dental health services across health teams ensuring that children and young people with SEND who sometimes find it difficult to engage with dentists are having their oral health needs met (Local Area SEND Inspection 2019).
- Health and education professionals in the youth offending team (YOT) identify the needs of young people effectively. This reduces the risk of them entering adulthood still engaged with the criminal justice system (Local Area SEND Inspection 2019).
- Transition from community children's health services to equitable adult services is a challenge (Local Area SEND Inspection 2019).
- Education, health and care plans are of poor quality (Local Area SEND Inspection 2019).

We will aim to:

- Review, update and monitor our EHC needs assessment processes to ensure co-production continues to be embedded while we are better able to meet the required timescales and improve the quality of plans.
- Embed our Quality Assurance framework to ensure all plans are of a good quality and have good quality input from social care, health and education.
- Review and develop our annual review processes to ensure these are meaningful to families and they are conducted within the expected timescales.
- Improve and offer a range of co-ordinated specialist child health services provided by community-based clinicians (doctors, nurses and therapists) that can be easily accessed in the most appropriate and child focused setting which is closer to home.
- Review 'children's continuing care' service provision to improve the assessment and decision-making process and to inform the EHC Planning process where appropriate.
- Review and improve the nursing and health therapies offer (including occupational therapy, physiotherapy, speech and language, and mental health) across all Wandsworth special schools to ensure that it meets current and future needs.
- Make sure young people have easy and timely access to local health services including physical health (healthy eating and exercise), sexual health and relationships and substance misuse.
- Ensure emerging social communication needs are identified at an early stage and appropriate and timely support is provided to the child and family including, where appropriate, onward referral for a multi-disciplinary assessment.

4. Respected & Involved

We will support children, young people and their families to have a voice which is respected and put at the heart of any decisions made about their education, health and care. Their input to the strategic direction for SEND services within the borough will be valued and taken on board. They will feel valued as an individual in society and actively be able to see the differences they have made while getting involved in something that interests them, or that can contribute to their health, happiness and sense of belonging.

What have our children, young people and families said?

'I need to understand why is EHC plan is important and need to understand what you need to do' (WIAS – SEND Processes and Local Offer workshop)

'if not accepted you feel very down. It makes you feel happy to be accepted and you want to come to school' (SCPS Belonging Research)

We know:

- Parents, professionals, children and young people agree that there is a culture of mutual respect in the local area. This allows the voice of the child and the views of the family to be heard (Local Area SEND Inspection 2019).
- Wandsworth Youth Council is open to all young people, including those with a special educational need or disability. Members are not elected, instead operating an open recruitment policy to be more inclusive.
- Young people have their say in significant challenges facing the council; for example, the Wandsworth Youth Council organised the Youth Climate Commission to come together with key decision makers and discuss solutions to tackle climate change.
- Co-production (where children and young people, families and those that provide the services work together) is well established and effective (Local Area SEND Inspection 2019).
- Leaders and providers consider the wider outcomes for children and young people well. For example, children and young people with SEND participate in local cultural events such as the Wandsworth Fringe (Local Area SEND Inspection 2019).
- A variety of offers are available to help children and young people take a positive and active part in society, for example the 'pick and mix' summer project and a 'takeover challenge' for work experience in Romania (Local Area SEND Inspection 2019).

We will aim to...

- Improve how we involve children, young people and families – from assessment, planning and monitoring of their EHC plans, to service development, strategic planning and recruitment for key role such as Educational Psychologists and Head of SEND. Our Engagement Plan will give structure and direction as to how we involve young people based on their ideas and feedback.
- Provide opportunities for children and young people with special educational needs and/or disabilities and their families to directly talk to all types of service providers about decisions which directly affect them.

- Continue to provide access to advocacy, and information, advice and guidance for children, young people and families going through the EHC plan planning process.
- Improve awareness of the WAND card access for services to help children and young people with special educational needs and/or disabilities participate in social, sporting and cultural activities in the area.

5.Prepared for Adulthood

We will work closely with children and young people to ensure transitions are timely, smooth and appropriate to their needs. We will work with partners to provide all necessary support to prepare children and young people with SEND for adulthood, including employment, independence, health and inclusion. They will have a strong support system throughout their childhood and into adulthood but will also have the opportunity to develop a crucial degree of independence. Ultimately, they will be capable of and confident in making informed decisions.

What have our children, young people and families said?

To achieve my goals I need to speak to people who I trust calmly about what's going on to avoid my feelings becoming overwhelming'
(Wandsworth SEND Services Review, Participation People)

'[The support I would like to achieve independence] is getting help on money... I struggle to pay for food, drink and other stuff when I'm at the shop by myself' (Wandsworth SEND Services Review, Participation People)

'It's important to meet different people to get ready for adulthood'
(Wandsworth SEND Services Review, Participation People)

We know:

- The Wandsworth Information, Advice and Support Service (WAISS) is highly regarded and complements the effective work of the local parent carer forum (Positive Parent Action) (Local Area SEND Inspection 2019).

- WIASS develop an offer in partnership with parents and young people. Drop ins and workshops ensure that young people know where to get information to become more independent (Local Area SEND Inspection 2019).
- 481 families were supported by WIASS for special educational needs and/or disabilities in 2019/20.
- The establishment of the '0–25 children with disabilities social work service' in 2016/17 has improved the experience of transition through the move from children's to adult services (Local Area SEND Inspection 2019).
- The Preparing for Adulthood action plan is driving forward new initiatives and provision ensuring young adults are supported to have a smooth and well-planned transition from children's services to adult social care (Local Area SEND Inspection 2019)
- The children's disability service contacts all children on the disability register who are not open to the service at age 16. The service alerts them that they may be eligible for a Care Act assessment and ongoing social care support as an adult, as well as the WAND+ card as part of the Local Offer.

We will aim to...

- Better understand the challenges with transition from community children's health services to equitable adult services and develop more equitable adult health provision pathways (Local Area of SEND Inspection 2019).
- Support the Transitions Project, led by Adults' Services to ensure person-centred and timely preparation for adulthood processes are in place.
- Ensure there are robust support processes in place for looked after young people/care leavers who have special educational needs and/or disabilities.
- Promote good communication and coordination between the young person's family and service providers to promote choice and control for the young person.
- Support young people and their families, who are not eligible for adult services, with information, advice and guidance on preparing for adulthood, and to better navigate the transitions process.
- Develop improved access to advocacy to ensure that young people who do not have families have an independent say in planning their future.
- Further develop the post-16 offer (education, employment and training) including creating more supported internships, voluntary and paid employment opportunities.

Local offer

Local authorities must publish and promote a co-produced local offer of services for children and young people with SEND and their families. Our parent forum Positive Parent Action (PPA) with the support of our Parent Champion volunteers, has worked with the local authority and the NHS CCG to develop Wandsworth's [SEND Local Offer website](#). We know this has made a real difference to the lives of our families.



Co-producing our Local Offer website has ensured that information regarding education, health and social care provision and support for children and young people with SEND is clear, comprehensive, up-to-date and communicated in ways that works for our families. It also makes provision more responsive by directly involving children and young people with SEND, their families and service providers in its development and review.

Wandsworth's SEND Local Offer Annual Report 2019/20⁹ sets out how we have publicised our local offer, gathered comment from users and providers and how we have responded to the feedback received over the past year.

Wandsworth's local offer includes short breaks for children with disabilities. These are hugely beneficial as they give children and young people the chance to take part in fun activities and develop new interests, relationships and greater independence, whilst at the same time giving their parents a break from their caring responsibilities. Wandsworth's current offer was designed following consultation with children and young people with disabilities, their families and service providers. The offer aims to:

- cater for the interests and needs of children and young people across disability, age and gender, in a variety of settings and operating at different times;
- have reliable and high-quality services that give parents and carers confidence to plan regular breaks;
- make it easy for families to use the services, wherever possible without the need for an additional assessment;
- be flexible and allow families to access different levels and types of support as their needs change;
- have the capacity to respond to urgent care needs if they arise.

The WAND and WAND+ Card schemes have been developed to enhance the short breaks offer. In addition to being a convenient form of identification, they are a concession card and enable families access to many organised events where they can have a break as a family and with other families. Details of Wandsworth's short breaks offer are available on the Local Offer website.

What have our children, young people and families said?

'I think it gives the really big message that the trees are the limit really' (Child at WAND Card GoApe session, Battersea Park)

'all the parents and the organisers with the WAND Card are really welcoming, really warm, really chatty. Its nice for the children to come and hang out with other children who may be quite similar with their anxieties and their conditions. There is nothing lost with coming and trying' (Parent at WAND Card GoApe Session, Battersea Park)

'[Parent Champion] understands everything from your point of view & that emotionally I needed encouragement to get out there & do things'

We know:

- We provide information in a variety of easy to use formats which our families said are best for them – website, newsletter, emails, physical map with activities, and a YouTube channel.
- Our Parent Champion volunteers deliver timely, useful information parent-to-parent in the local community about the Short Breaks offer, informally communicating with parents and in a range of languages, increasing awareness to those who are unable to access the internet.
- Over 1,250 children, young people and their families enjoy using the WAND Card to access a range of local leisure activities for children, young people and families with SEND.
- We secured free parking at local hospitals, outside schools for drop-off/collection and at Battersea Park ensuring that families do not have to worry about extra costs for travelling and increasing accessibility to local places of interest.

⁹ [SEND local offer Annual Report to August 2020](#)

- We have added more options for the 18-25 age group, with the introduction of the WAND+ card.
- We have increased the number and range of responsive events during school holidays, and term time for WAND Card holders and their families.
- There is a strong base of business 'friends' of over 70 who have helped and supported us by offering discounts and space to hold awareness stands in prominent local areas, such as Southside Shopping Centre.

We will aim to...

- Increase the number of children, young people and families who have a WAND card, and awareness of the offers and activities it offers.
- Provide information in a timely manner so that it is relevant and up to date, making better use of social media platforms to do this.
- Organise more events, surveys, activities and workshops where parents, carers, young people, providers and professionals can meet, discuss, understand and contribute to the further development of Wandsworth's SEND local offer.
- Ensure young people with SEND continue to be involved in the creation and promotion of the SEND local offer – both the offer itself and the way we present this on the website to ensure this is accessible to all.
- Use this work with families and children/young people to ensure our joint commissioning of services and provision enables as many needs as possible to be met within the local area.
- Encourage more joined-up-thinking within the borough as guided by the Joint Commissioning and Engagement strategies to ensure that the needs of parent/carers are, included alongside those of carers of adult dependents and young carers when it comes to information provision and policy making in future.
- Provide an opportunity for children and young people with SEND, their families and providers to contribute to shaping the short breaks.

How will we know if we are making an impact?

In order for the partnership to realise its vision we have developed a clear action plan which will structure our transformation journey. Co-production with children, young people, families and carers will be integral to all activities included in the action plan. In addition, it will ensure we keep both our vision and five outcome areas central to service development, while setting priorities for lead officers with expected timescales.

The SEND Strategic Partnership Board will track progress made against the action plan. By holding senior officers and sub groups accountable to their actions, coupled with feedback from child, young people, carers and families we will know that we have made a difference and impacted the lives of our residents so they have a safe, happy childhood with the necessary steppingstones for adult life.

All stakeholders and partners will be updated through regular, and timely communications. An annual report will be produced and shared which will report on our progress against the action plan, with a full review of the Strategy taking place in 2024.

Wandsworth Local Area

Education, Health and Care Plan Quality Assurance Framework



Version	Date	Updated By	Authorised By	Date of Next Review
1	Nov 19	Various	Ana Popovici / Julie Hesketh	
2 DRAFT	Jun 20	Various	Ana Popovici / Julie Hesketh	Minor changes to reflect current operating approach and formatting



Contents Page



Introduction

Page 3

EHCP Quality Assurance Framework

Page 4

The quality of professional advice
EHCP Multi Agency health Check Group
Special Needs Assessment Service (SNAS)
SNAS Case Managers
School and Community Psychology Service
Early Years settings / schools / post 16
Health
Social Care

Introduction

1. The Education Health and Care Plan (EHCP) Quality Assurance Framework describes how the local area measures the quality of EHCPs across health, social care and education. It describes the approach which is in its infancy but is felt to be the best way forward, facilitated by the Council and the Clinical Commissioning Group. The local area approaches are being established across partner agencies with senior oversight of the quality assurance audit process and any actions that are generated from auditing of EHCPs. This framework has been designed to promote consistency and to improve quality in the formulation and application of the EHCP process.
2. The EHCP Quality Assurance Framework includes an audit system to evaluate how effectively multi-agency processes and procedures are being implemented. This will be evidenced by compliance with primary legislation of the Children and Families Act 2014 (specifically Sections 36 – 50), The Care Act 2014 and Section 2 of the Chronically Sick and Disabled Persons Act 1970, The Children Act 1989 (Sections 17, 20 and 47), the SEND Code of Practice and other associated statutory regulations.
3. The EHCP Quality Assurance Framework and the Education Health Care Plan Quality Assurance process (Appendix 1) will be used to guide the Special Needs Advisory Service (SNAS) and inform partner agencies of the measures taken to improve and sustain the quality of assessment and planning for children and young people with special educational needs and disabilities (SEND); in particular the quality of the EHCPs and the advice that informs their content. Capturing the views, wishes and history of the child and family underpins the objectives of the Quality Assurance Framework. This is crucial in helping to improve responses to children and young people (CYP) who have SEND. The EHCP Quality Assurance Framework will assist in three aspects of development; to identify gaps; celebrate good practice; and drive improvement and integrated planning to secure better outcomes across the local area.
4. The framework will aid a robust review into the EHCP processes across Education, Health and Care to ensure:

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. 2. 3. 5. | <ol style="list-style-type: none"> 1. Outcomes and measures are SMART, linked to the child / young person's aspirations and provide opportunities of quality lived experience 2. Compliance with the SEND Code of Practice 3. Strategies to support early identification, referral pathways, assessment, planning, implementation, outcomes and reviews are being robustly applied across the local area 5. The voice of children, young people, parents and carers is central to the process, at all stages of |
|--|---|

6. Whilst this is a partnership approach, responsibility for EHCPs lies with the Director of Children's Services. The day to day responsibility for this will be with the Assistant Director Education (and in their absence Assistant Director of Children and Families). All EHCPs will be reviewed and signed off by the DCS or Assistant Director Education until quality standards are routinely met.

EHCP Quality Assurance Framework

The EHCP Quality Assurance Framework consists of the following areas:

The Quality of Professional Advice

7. The production of a good quality EHCP 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 these 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:

'EHCPs must specify the outcomes sought for the child or young person in Section E. EHCPs 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'.

EHCP Multi Agency Health Check group

8. The Multi Agency Health Check guidance and audit tool (appendix 3 and 4) will support the improvement of practice relating to the quality of EHCPs. The EHCP Multi Agency Health Check group is where officers come together to share best practice and learn from each other. Initially 10% of EHCPs produced in the period will be audited. The audits will take place on a termly basis and will be themed for greater involvement and learning from specific areas. Central to improving the local area input is transparency and equitable decision making. The EHCPs will be themed so areas of concern within the EHCP can receive greater scrutiny and oversight for improvement and a consistent approach. The group will audit the quality of the final EHCP and the professional advice. All cases moderated may or not be anonymised. Auditors will have access to the advice given and the EHCP in order to quantify the accuracy of the need and expected outcome. A report of the findings of the audits will be submitted to the SEND Strategic Partnership Board. The Education Health and Care Plan Outcomes and Findings Audit Template (appendix 4) will be used to generate all reports for the quality assurance processes.
9. The EHCP Multi Agency Health Check group may consist of members from the following service/ teams:
 - Special Needs Assessment Service (SNAS)
 - Educational Psychology Service
 - CCG (Designated Medical Officer)
 - Children with Disability Team 0-25 years
 - Children Community Nursing Team
 - Child and Adolescence Mental Health Team
 - EY/ School / Post 16 representative (Head teacher and / or Special Education Need Co-Ordinator (SENCo)
 - Therapy Service
 - Early Years Foundation Stage /Under 5's Specialist Panel
 - Parent/ Carer
 - Children and Young People (via available forums)
 - WIAS

Special Needs Assessment Service (SNAS)

10. The Quality Assurance materials are used by management to conduct monthly audits of at least two individual Case Manager's EHCPs as part of monthly supervision. This feedback is given to each case manager on an individual basis.
11. Wider issues noted from these audits are also addressed at team meetings and used to inform training needs and continuing professional development. SNAS seeks parental/young person feedback e.g. via the completion of a feedback form.

12. SNAS Case Managers use internal EHCP guidance based on the SEND Code of Practice in conjunction with guides produced by the Council for Disabled Children. These are intended to be key prompts to use and act as points of reference when drafting the EHCP. Consistency in plan writing is achieved through team training, led by the SNAS Manager.
13. It is the responsibility of each SNAS Senior Case Manager to ensure that every EHCP conforms to the requirements set out in the SEND Code of Practice.

Schools and Community Psychology Service

14. The Schools and Community Psychology Service is fully committed to the development and delivery of high-quality psychological services to children, young people and their families and aims to provide high quality advice to inform education, health and care assessments. Psychological advice is provided in line with the Code of Practice and the Service operates an internal quality assurance system to ensure consistency of approach and quality in all advice.

Early Years Settings / Schools / Post 16

15. SENCOs should provide clear advice on the standard request template which makes reference to the child's academic attainment and the rates of progress, the nature, extent and context of the child or young person's SEN. This includes evidence of the action already being taken and where progress has been made. It's important to have information collated over time of the child's or young person's physical, emotional and social development, as well as their health needs if the advice has been given to the setting by health professionals. Evidence of the graduated approach will assist in the quality of the EHCP assessment and settings are expected to provide evidence of 2 "assess, plan, do, review" cycles.

Health

16. The appropriate health professional will work closely with the SNAS team ensuring health input is checked and assured against the advice and the level of provision stated. Health professionals are committed to providing quality and timely health information to SNAS. Information from this quality assurance process will provide data to assist with the development of a robust training package for staff, provide a good understanding of the issues as they pertain to health's response to the EHCP through analysis of the issues, and the formulation of an action plan if necessary.
17. Health providers have assured that an EHCP pathway is developed to ensure the timelessness of the EHCP contribution within the six weeks' statutory timeframe will be adhered to in order not to delay the EHCP process.

Social Care

18. There is an expectation when there are identified social care needs that social workers contribute to the development of the plan. Mandatory training on the Code of Practice is being developed for social workers in order to improve the quality and timeliness of advice received (including SMART targets on EHCPs) and the communication between services.

Appendices

19. All relevant appendices attached to the EHCP will also be considered in the process to ensure suitable quality. This will ensure quality and consistency across advice and feedback given from services across education, health and care.

Appendix 1 - Education Health Care Plan Quality Assurance Process

The Education Health Care Plan Quality Assurance Framework is in place to ensure consistency of quality across the Local Authority and Health Partners to support children and young people with special educational needs and disabilities (SEND)

Multiagency Health Check Audits: Termly audits to be carried out three times per year, the audits will consist of auditing a sample of EHC Plans and appendices across EYFS, primary, secondary and post 16 establishments. Representatives from across the Local Authority and Health (either CCG or partner representation) will audit 10% of EHC Plans produced, including cases that are Children Looked After (CLA), in the period using the Multi Agency Health Check Audit tool. Audits will be planned in advance within the audit programme.			
What	Who	When/how often	Documents Required
EHC Plan Audit	Head of SEN, Disability and Psychology, SNAS Manager, Principal EP, Designated Medical Officer, Social Care Manager, Representative(s) from Health, Educational Setting Representatives, parent/carer	Term times (three times per year)	Guidance for auditors - <i>Appendix 3</i> Guide to Auditors evaluating the quality of EHC Plan and appendices Multi Professional EHCP Audit tool – <i>Appendix 4</i> A minimum of 10% EHC plans for the period, including CLA.
Individual SNAS Case manager monthly audit: Monthly audit of at least 2 EHC plans across EYFS, primary, secondary and post 16 will be undertaken by the line manager of SNAS case manager			
What	Who	When/how often	Documents Required
EHC plan spot sample	Line Manager of SNAS case manager SNAS Case manager	Monthly	Learning plan for SNAS case manager

Appendix 2 - Guidance for Auditors – EHC Plan Multi-agency health check group

One month before the audit cycle begins information containing **the name of the child or young person** that has been chosen to be audited will be sent to the auditors.

Auditors will then have a window of approximately one month **to set up a date and time** for the learning audit. *Helpful tip: Arrange the learning audit as early as possible in the cycle, so that if it needs to be re-arranged there is time to fit it in.* A learning audit may take between 2 – 2.5 hours.

When **setting up the meeting**, auditors may want to consider where the best place for it to take place is. Use of meeting rooms, with access to a computer, will provide a quiet and confidential space.

Auditors may want to familiarise themselves with the child or young person's EHCP by looking at the child's EHCP and any additional information or reports, prior to the learning audit. The focus of the Learning Audit should be on the EHCP.

The Multi Professional Audit Tool can be completed electronically or hand written (*please make sure that your handwriting is legible*), with the intention that the content of the tool is completed on time.

The Multi Professional Audit Tool should be forwarded to Designated Medical Officer and the SNAS Manager, ideally as soon as the Multi Professional Audit Tool has been completed. If the auditor chooses to type the information on to the tool, then this should be completed and sent within the timeframe.

Escalating Concerns

If there are **immediate, significant concerns regarding a child and /or the practice**, that are picked up by the auditor at the time of the audit, then this should be escalated to Head of Service. However, any health and social care concerns should be brought to the attention of the managers of those services.

Appendix 3 - Wandsworth local area EHC Plan Multi-Disciplinary Education Health and Care Plan (EHCP) Audit Tool

The Council and the Clinical Commissioning Group believe that in order for an EHCP to be considered good or exceeding good, the following standards must be evidenced within the plan:

1. Plan records well the views, interests, aspirations and goals of the child and sets out by whom it was communicated.
2. Outcomes are realistic, SMART, reflect aspirations, provide opportunities for quality lived experience and are not excessive (ideally between 3 and 6).
3. There is a Preparation for Adulthood theme from early years (e.g. independence) onwards, specifically in year 9, which reflects well opportunities for the child/young person's live experience.
4. Easy to read and understandable, not too long (it should be easy for the education setting to use), accessible to child, young person and parent/carers, no jargon.
5. The agreed provision is specific and clearly relates to the SEN as set out.
6. Plans are holistic, the correct appendices are included and meet the required quality standards.
7. Any plan revision effectively responds to changes in circumstances.

Name of child/young person			
Auditor		Date of audit	

Overall grading Please tick as applicable (✓)	Outstanding	Good	Requires Improvement	Not adequate
Definition	Plan exceed the majority standards (7/7 standards are met)	Plan meets the majority of the standards (6/7 standards are met)	A number of the standards are not met (at least 4 standards are met)	A significant number of standards are not met (3 or fewer standards are met)
Comments				

Practice standards assessment to be completed once checklist below complete

	Practice standard	Met / Not met
1	Plan records well the views, interests, aspirations and goals of the child and sets out by whom it was communicated.	
2	Outcomes are realistic, SMART, reflect aspirations, provide opportunities for quality lived experience and are not excessive (ideally between 3 and 6).	
3	There is a Preparation for Adulthood theme from early years (e.g. independence) onwards, specifically in year 9, which reflects well opportunities for the child/young person's live experience.	
4	Easy to read and understandable, not too long (it should be easy for the education setting to use), accessible to child, young person and parent/carers, no jargon.	
5	The agreed provision is specific and clearly relates to the SEN as set out.	
6	Plans are holistic, the correct appendices are included and meet the required quality standards.	
7	Any plan revision effectively responds to changes in circumstances	

Section	Criteria	Met / Not met	Notes / actions required
Section A	The Views, interests and aspirations of the child and their parents – or young person		
	Does the plan include details about the child or young person's aspirations, views and interests?		
	Is a summary of how to communicate with the child or young person and how to engage them in decision-making included?		
	What the child feels they need – what they believe is going well/not well and how we can listen to their voice		

Section	Criteria	Met / Not met	Notes / actions required
	Does the plan include details about play, health, schooling, independence, friendships, further education and future plans including employment (where practical)?		
	Does the plan focus on the support the child / young person needs to achieve their aspirations – i.e. linked to section E?		
	What the child feels is not going well, and what they believe will help them – as above		
	Does the plan include information about the child or young person's history and is it concise and relevant?		
Section B	The child or young person's Special Educational Needs		
	Are all the child or young person's special educational needs set out clearly?		
	Is the information in this section drawn from section K?		
	Is there a Preparing for Adulthood/independence theme? (Especially a focus from year 9 onwards)		
Section C	The child or young person's health needs related to their SEN		
	Does the plan specify the child or young person's health needs that relate to their learning difficulty or disability that results in their SEN?		
Section D	The child or young person's social care needs which relate to their SEN or to a disability		
	Does the plan contain information from relevant professionals about the child or young person's social care needs? Do these needs meet eligibility criteria:		

Section	Criteria	Met / Not met	Notes / actions required
	<ul style="list-style-type: none"> - CSDPA 1970 - Children Act 1989 - Care act 2014 		
Section E	The outcomes sought for the child or young person		
	Does the plan state what needs to be achieved by the end of a phase or stage of education?		
	Are the steps needed to be taken to move toward the outcomes identified?		
	Has a clear distinction been made between outcomes and provision?		
	If it is the plan of a young person aged over 17, does the plan clearly identify education and training outcomes?		
Section F	The special educational provision required by the child or young person		
	<p>Does the plan include details of the provision required?</p> <ul style="list-style-type: none"> - type of provision - hours - frequency of support - level of expertise - How it will be monitored ready for the annual review 		
	Is there a clear link between the provision and the outcome it is intended to support?		
	Is there clarity as to how advice and information gathered as part of the EHC needs assessment has informed provision specified.		
	Does the plan include detail about specialist facilities and equipment, staffing arrangements, and any appropriate modifications to the national curriculum?		
	Is there appropriate provision to support the child/young person to Prepare for		

Section	Criteria	Met / Not met	Notes / actions required
	Adulthood/independence? (especially from Year 9)		
Section G	Health Care Provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN		
	Does the plan contain detailed and specific information regarding the provision?		
	Is there a clear link between health care provision and the outcome it is intended to support? - linked to the needs identified in section C - contributing to outcomes in section E		
	Is it clear how advice and information gathered in the EHC needs assessment has informed the provision specified?		
	Does the plan detail the health care provision that is reasonably required? E.g. specialist support and therapies.		
Section H1	Any social care provision which must be made for a child or young person – under 18 years – from section 2 of CSDPA 1970		
	Does the plan specify all the services the young person is assessed as being needed?		
	Is it clear how the provision will support the achievement of outcomes?		
	Is it clear how advice and information gathered in the EHC needs assessment has informed the provision specified?		
Section H2	Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child/young person having SEN		

Section	Criteria	Met / Not met	Notes / actions required
	<p>If applicable, does the plan detail the care provision required, which may include provision identified through:</p> <ul style="list-style-type: none"> - Early help - Children in need assessments - Safeguarding assessments for children 		
	For children and young people under 18, does the plan include information about residential short breaks and services provided to children arising from their SEN but unrelated to a disability?		
Section I	Placement		
	Is the name and type of school/other institution included? If it is not named, does the plan specify the type?		
Section J	Personal Budget (including arrangements for direct payments)		
	Where applicable, does the plan include detailed information of any personal budget that will be used?		
Section K	Advice and information		
	Is there a list of advice and information gathered during the EHC needs assessment, which is also included as appendices?		
Section L	Appendices		
	Are all the appendices attached to the EHCP relevant and of suitable quality?		
Documentation (if auditor has access to the system)	Are all relevant documents saved to the case management system and attached as appendices to EHCP?		

Section	Criteria	Met / Not met	Notes / actions required
Case management system (if auditor has access to the system)	Has the case management system been completed and updated?		
Timescales (if auditor has access to the system)	Has the EHCP been completed finalised within 20 weeks.		

Annex B - Statistical Neighbours

Statistical neighbours are used as a way of benchmarking our performance against other local authorities with similar characteristics. The statistical neighbour averages used in this document are non-weighted and include Wandsworth.

Local Authority	School Population
Barnet	67,000
Wandsworth	45,000
Haringey	42,000
Brighton and Hove	37,000
Camden	33,000
Merton	33,000
Westminster	32,000
Hammersmith and	28,000
Kensington and Chelsea	26,000
Islington	26,000
Reading	26,000