

Quality Assurance and Continuous Improvement Framework for Special Educations Needs and Disability (SEND)

January 2023

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# Version control

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| --- | --- | --- |
| Date | Details | Updated by |
| January 2023 | First Version Agreed |  |

# Forward

The Quality Assurance and Continuous Improvement Framework for Special Educations Needs and Disability (SEND) for Torbay’s local area sets out a vision towards improvement, ‘to create a healthy, happy Torbay where individuals and communities can thrive’.

Children and young people are the future and our ambition of achieving this vision must start with them. Many children and young people receive support and care from a range of services and providers during their journey from birth to adulthood. We know we must do better across the local area when it comes to delivering these services for children and young people with Special Educational Needs and Disabilities (SEND), and their families.

Placing children, young people, and their families at the heart of this work is key to improvement and the principles of co-design and co-production will underpin all the quality assurance that takes place. It is important this work is carried out in partnership to join up support across education, health and social care, from birth to adulthood, to ensure a seamless experience.

The framework makes clear the commitment from all those who have an offer for children and young people with SEND in the local area and provides a structure for measuring, monitoring and evaluating our impact. The responsibility of all these services to work TOGETHER with children, young people, and parent/carers will demonstrate how the local area fulfils its statutory duties.

Partners across the local area have signed up to the Quality Assurance and Continuous Improvement Framework for SEND. They will be active at both strategic and operational level, responding to the findings produced because they are committed to improving support for children and young people with special educational needs and/or disabilities within Torbay so they have the very best life chances.

This SEND QA Framework sets out our ambitions and the priorities upon which we will focus to achieve them. As we measure our progress against our priorities, we will continually ask ourselves, as well as our children and young people, and their parents and carers, “what difference have we made?”

We are determined to work together to ensure an improvement in the quality of outcomes for those children and young people with special educational needs and/or disabilities.

# Introduction

This framework sets out our vision for excellence to ensure improvements are sustainable and that the Torbay SEND partnership board is exemplary. This Quality Assurance Framework has been developed together with children and young people, parents and carers and partners. It sets out the commitment from all those involved in the SEND system, our ambitions, and shared values, and provides a framework for measuring, monitoring and evaluating our impact

It focuses specifically on: -

• Written statement of action (WSOA)

• SEND strategy

• Joint strategic needs assessment (JSNA)

• Feedback from the parent survey

• Safety Valve Programme

# Working TOGETHER to fulfil duties for SEND

The accountability brought about by the quality assurance framework and monitoring systems will help to ensure that Education, Health, and Social Care services work TOGETHER with children, young people, and parent/carers to fulfil their duties for SEND under the Children’s and Families ACT 2014, SEND Regulations and SEND Code of Practice 0-25 (2015)

True co-production is central to how the SEND partnership board aspires to operate and therefore the term “We” throughout this document refers to parents, children, young people and all partners across Education, Health, and Social Care.

Our Vision

The shared vision for the strategy was co-produced with representatives from across the local area. The shared vision is:

* SEND is everybody’s business - embedding the vision and values into the practice of everyone who works with children and young people 0-25 and their families
* Identify and respond to needs early - in ways that values lived experience and expertise, offering personalised care and support.
* Deliver in the right place at the right time - always asking ‘what difference are we making in the life of this child or young person?’

Our vision will be delivered through five priority areas:

**Priority 1:**  SEND is everyone's business- embedding our values through Education, Health, and Social Care, changing culture and reforming our workforce.

**Priority 2:** Identify and act on children’s needs at the earliest opportunity, through valuing lived expertise and experience.

**Priority 3:** Understand the needs of our children, young people and families and ensure joint commissioning supports service delivery and we make best use of all resources

**Priority 4:** Ensure that all early year’s providers and mainstream educational settings support an inclusive approach to education

**Priority 5:** Improve transition planning for young people moving into Adulthood.

To achieve this vision, young people, parents, carers, professionals, and services across the local area have agreed to adopt a set of principles that have been set out in a partnership pledge. We know that the success of our strategy depends on the cultural change that can be achieved. The commitments that we expect everyone to adopt and sign up to have been defined by our children and young people.

Our Pledge

* Be honest
* Show you we care
* Be thoughtful
* Be fair
* Be kind
* Be friendly

Restorative Practice

We will underpin our strategy by continuing to adopt Restorative Practice, a strength-based approach that recognises that building a positive relationship with children, young people and their families is important. Our strategy is underpinned by the principles of listening and working “with” rather than doing things “for” or “to” you.

Our Statement of Commitment

We are committed to working with children and young people with special educational needs and/or disabilities and their families.

• We commit to working together, in partnership with you, to improve the support you receive.

• We want you to have the very best opportunities now and in the future.

• We will make sure you are able to have your say in what happens to you, in a way that suits you.

• We will value what you say.

• We will use what you tell us to help us make plans and decisions, as well as in our day-to-day work.

• We want to work with as many local people, groups, organisations, and experts as possible to make our services the best they can be.

• We will do our best to not leave anyone out.

• We know we might not get it right every time, but we will learn from our mistakes and improve as we go along.

What does good look like according to children, young people, and their families?

• We will feel respected, safe, and heard

• Systems and processes will be clear, easy to understand and fair

• We won’t to have to tell our story more than once

• Our knowledge and our experiences of our child is valued

• We will know about SEND support available

• As we get older professionals will recognise that we change

• I will be involved in decisions about my future

• I will feel confident about what I am going to do after I’m 18

• Systems will be built around my needs

• I will be involved in decisions about my education

• People who are working with us are consistent in their communication and understand my plan.

• People will do what they promised

• Waiting times for assessments and interventions will be improved

What will good look like across Torbay?

* SEND will be everyone’s business.
* Values will be embedded through Education, Health, and Social Care, which will have changed our culture, and reformed our workforce.
* Children and young people’s needs will be identified and acted upon at the earliest opportunity, through valuing lived expertise and experience
* Joint commissioned services will understand the needs of our children, young people, and their families, demonstrated by the services on offer which make best use of all resources.
* All Early Year’s providers and mainstream educational settings will be supportive and offer an inclusive approach to education
* Young people moving into adulthood will have a successful transition

How will we know we have achieved our plans?

* There will be evidence of a strong culture of collaboration between, education, health, care, children, young people and families.
* There will be evidence of robust and coordinated graduated approach of accessible services for children, young people, and their families.
* There will be evidence in the JSNA that the health and wellbeing of young people in Torbay continues to improve.
* The annual survey to children, young people and families will evidence increased satisfaction in SEND services.
* There is evidence that a range of plans used to support children and young people, which can be used to measure outcomes.
* There is evidence in the JSNA and in the local offer that commissioning responds to the local needs and effectively use resources.

What is quality assurance?

Quality assurance (QA) is:

“A systematic process to ensure the quality of outcomes”

Quality Assurance (QA) is central to ensuring that children, young people and their families receive the right services at the right time and that those services have a positive and lasting impact. This Framework supports continuous improvement in the delivery of services to children with SEND and their families through ongoing self-assessment and evaluation

Our QA Framework-The four “lenses” on quality

There are four lenses through which quality should be viewed. A number of local areas adopted the “four lenses” approach as a basis for their own quality assurance. The diagram below shows these lenses together with examples of aspects of quality assurance which relate to each lens:

Figure 1

Diagram

Description automatically generated

What does the framework achieve?

The quality assurance and continuous improvement framework articulates how Torbay’s SEND Strategic Partnership Board manages and measures quality. Improving consistency and the quality of work improves outcomes for Torbay’s children and young people. This supports the development of a culture that expects and values high standards that improve the quality of service to children, young people, their parents, and carers. These aspirations and standards drive up expectations, improve learning and strengthen impact and outcomes.

The SEND Strategic Partnership Board includes representatives from SEND Family Voice, Torbay children’s services and the NHS. They will provide reports to the Children’s Continuous Improvement Board (CCIB) ensuring that our work around SEND is embedded in a broader approach to improvement and securing the very best outcomes for children and young people. The CCIB feeds into Torbay’s Health and Well Being Board ensuring strategic alignment across social care, education, and health.

The framework will continue to evolve as learning from quality assurance activity embeds. It is informed by learning from the audits, written statement of action groups, joint commissioning arrangements, SEND strategy, self-evaluation and feedback from children, young people, and their families.

The implementation and sustainability of the continuous improvement framework is the responsibility of partners across Education, Health, and Social Care.

The principles in delivering effective quality assurance

To deliver effective and impactful quality assurance, we will follow the following principles to:

• establish a learning culture and be self-aware

• sustain the drive and commitment to continuous improvement

• promote value for money by improving the effectiveness and quality of work

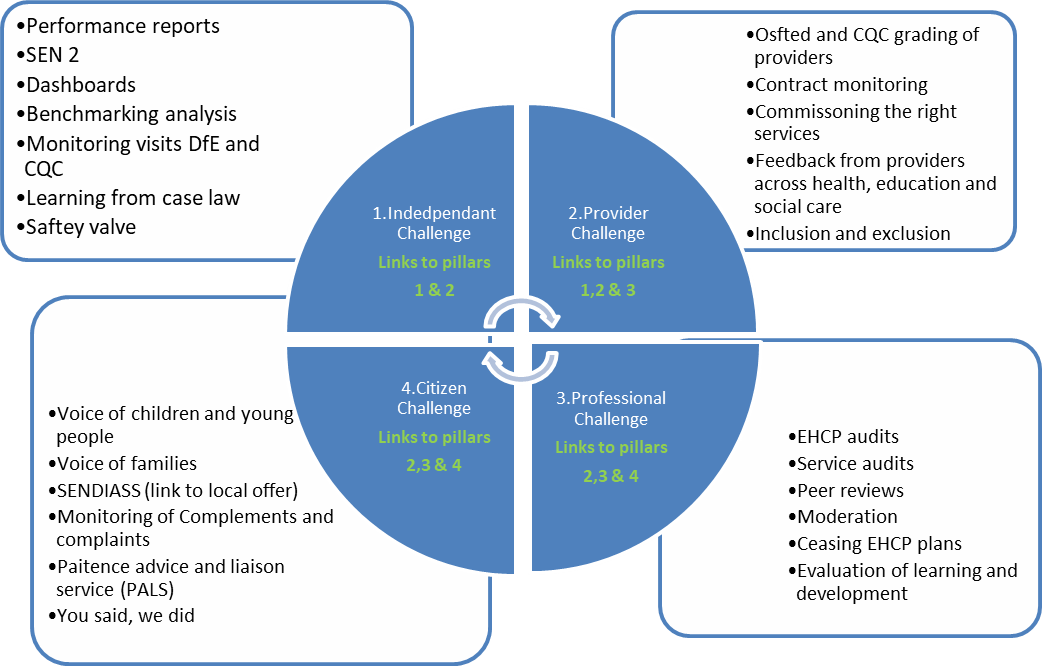
• provide support to enable staff to achieve the required changes

• check to ensure that improvements have been achieved and maintained.

Using the four lenses approach-self assessment

The diagram below shows the types of information viewed under each of the lenses.

Figure 2



Lens 1-Independent Challenge-

Torbay local area partners are subject to external scrutiny by Ofsted and Care Quality Commission (CQC) through application of the SEND inspection framework.

SEND strategic partnership use a wide range of local and national data that informs the tracking and reporting using key performance indicators.

SEND strategic partnership use national, statistical neighbour and regional bench marking analysis to support continuous improvement, for example working towards the written statement of action.

The SEND strategic board report to the children’s continuous improvement board, who in turn report to cabinet and bring together all aspects of services to children and young people at a strategic level, enabling appropriate oversight and accountability.

Lens 2- Provider Challenge

All commissioned services are identified through the Joint Strategic Needs Analysis (JSNA) commissioned and tendered using established processes. There will be contracts in place to ensure services are delivered as specified and there is regular contract monitoring. Market development activity helps providers to develop and improve the quality of their services.

Schools’ forum is consulted on appropriate matters, such as arrangement for the education of pupils with SEND (link to Schools Forum on local offer).

In relation to educational placements, Ofsted has overall responsibility for the inspection of early years settings, schools, and Post 16 education. Inspection reports will be used to assure the continuing suitability of the placement in consultation with parents/carers. In addition, registered education providers complete an annual safeguarding and SEND audit.

EHCP monitoring, including annual reviews supports multi agency assurance that children’s and young people’s needs are being met, this is overseen by, education, health, and care as part of the QA process.

Unregistered education providers (alternative provision) will go through the correct commissioning process. They will be required to undertake an annual QA audit to provide assurances of practice. Only those detailed on the local offer will be used.

In relation to health services and adult social care, the Care Quality Commission (CQC) has overall responsibility for inspecting services and judging quality outcomes. Inspection reports will be used to inform the JSNA and commissioning arrangements.

Lens 3- Professional Challenge

Quality auditing of work with children, young people and their families is a vital strand of SEND services improvement activity. To address the need for continuous improvement and to ensure measurement of and focus on outcomes, there is a schedule for regular EHCP audits.

The monthly EHCP audit process follows a standard approach. There is an agreed audit tool for SEND services (see Appendix 1). All staff involved in that child’s EHCP will be required to complete the audit. This will help all involved to understand the EHCP form and their role within it.

The envisage programme will generate a report highlighting themes and practice issues across SEND services. Moderation and recommendations from the audits will be reviewed as part of the SEND QA multi-agency panel. The members of this panel will ensure all recommendations for their services area as a result of the audits, are disseminated and acted upon within the set timescales. Managers of these services are required to evaluate for impact and report back to the SEND QA multi-agency panel.

To support practice improvement, reports will be presented to the SEND strategic partnership board.

Where audits identify areas of concern, future audits of a similar sample will be undertaken to evidence improvement.

To support effective planning for children and young people, Monitoring Officers (SEND) will oversee the compliance of settings with the annual review timeline, provide evidence of impact of interventions and provision on outcomes, and scrutinise the effective allocation of resources.

The professional challenge lens requires specific governance to ensure that audit and observed practice activities are focused, consistent and well managed across all agencies. For each audit completed, results are collated by the Lead Auditor to ensure consistency of grading and the identification of general themes. This learning is fed back to auditors and practitioners and informs the focus of future audits and observed practice.

As a result of regular self-assessment, a multi-agency training needs analysis will provide suggested training and support to improve the SEND service offer for children and young people (CYP).

Lens 4-Citizen Challenge

Consultation with children, young people and their families will occur at every level. The SEND strategic board partnership aspires to have in place a wide range of significantly strengthened processes to engage children, young people and their families in service design, commissioning services and wider developments.

Information can be provided by surveys and feedback through SEND family voice and other participative groups.

Parents/carers, children and young people’s voice will be captured when auditing EHCP’S and when undertaking the themed audits.

It is essential that such feedback shapes the services offered and the improvements made. In the future there is a plan for a team of ‘young inspectors’ to assist with QA functions by providing an informed child and young person perspective.

The views of children and young people, their parents and carers must be heard to ensure that the service provides effective assessment of need, planning, intervention, and review, this will be done through parent/carer and children and young people survey.

To support this activity there are several performance indicators that are routinely monitored as a means of ensuring that the voice of the CYP is heard. These proxy indicators included those that gather data on participation of the CYP in their EHCP, annual reviews, and personal education plans (PEs).

An important source of feedback directly by children, young people, their families, and carers are provided by compliments and the resolution of complaints. Informal complaints and those made through Torbay Council and the Patient Advice and Liaison Service (PALS) are monitored and will be reviewed when considering themed audits

Regular surveys of children and young people with SEND provides feedback directly from them and their families. The SEND strategic partnership board are committed to the annual pledge survey and “you said, we did” philosophy.

SEND services are developing a means of enabling children and young people to give their views about the support they have been offered and the changes which have been made.

The SEND strategic partnership board, places children, young people and their families at the heart of the work in the local area.

Audits to be undertaken as part of the QA Framework

These are set out in an annual cycle, monthly and bi-annually.

Monthly

Themed SEND audits

* In January 2023 we will begin to audit early help services and SEND support, we will do this as part of month 1 in the EHCP cycle. We will explore the support pathways the child and young person received prior to their EHCP.
* In February 2023, we will audit themes from the inclusion audit menu, alongside considering this area in month 2 of the EHCP audit cycle (see figure 4). The choice of themes will be agreed with relevant partners. We will then approach the Head of services linked to that area to agree on the auditing priorities and process.
* In March 2023, we will audit themes from the transition audit menu, alongside considering this in month 3 of the EHCP audit cycle (see figure 4). The choice of themes will be agreed with relevant partners. We will then approach the Head of services linked to that area to agree on the auditing priorities and process.
* In April 2023, we will audit themes from the transition audit menu, alongside considering this in month 3 of the EHCP audit cycle (see figure 4). The choice of themes will be agreed with relevant partners. We will then approach the Head of services linked to that area to agree on the auditing priorities and process.

At the start of an audit cycle, the QA team will invite the Service Head of the service being audited to use the ‘audit Menu’ (figure 4) to select areas which will need particular attention. The QA team will then formulate an Audit Plan for the month which would cover standard diagnostic processes and include the specific lines of enquiry set out by the Service Head

Themed audit cycle

**Diagram

Description automatically generated**Figure 3-Monthly themed SEND audit

Figure 4 -Menu for themed audits

|  |
| --- |
| **Month One- Early Help and SEN Support Audit Menu** |
| **Links to WOSA-** 6A,6B,6C,8D,7B,8A,8A.2,8C,8B.1,8B,C,11,A.3,10E,11B,11C,11H,15A.3,15A.3,16A,6B,18A |
| Early Help process and panel |
| Family Hubs |
| Graduated response |
| Local Offer |
| 0-19  Service Ask commissioner for this service to provide advice on what to audit |

|  |
| --- |
| Month 2 -Inclusion SEND audit menu |
| **Links to WOSA-**  4B,4C,4D,10E,13A,13A.1,13C,13D |
| Managed moves |
| Section 19 |
| Exclusion panel |
| Youth Justice Service |
| Elective Home Education (EHE) |
| Education Other Than at School (EOTAS) |
| Young people who are Not in Education, Employment or Training (NEET) |
| Alternative Provision (both registered and unregistered) |
| Part time timetables |
| Special schools |
| Vulnerable groups |

|  |
| --- |
| Month 3-Transition SEND audit menu |
| Links to WOSA-  14C,4E.1,4E.2,11B,17C |
| Transition to school from Early years |
| Transition to secondary from Primary school |
| Transition from secondary to Post 16 |
| Transition in and out of area |
| Transition to adult services |

|  |
| --- |
| Month 4-Preparing for adulthood SEND audit menu |
| **Links to WOSA-**  14A,14B,14C,14D,17A,17C,17D,18A |
| Work experience |
| Careers advice |
| NEET |
| Preparing for adulthood (PFA) outcomes |
| Local post 16 offer |
| 0-19 services |
| Annual health check -starting from 14 |

Themed SEND Audits Timetable

|  |  |  |
| --- | --- | --- |
|  | SEND Auditors | Service Manager/s |
| By the first day of the month | Agreement with Heads of Service regarding Audit Themes using the Audit Menu Tool and/or Heads of Service requests/concerns | Data and information provided by services |
| By week 1 | Audit tool developed in to gather relevant information | Audit tool to be agreed, alongside who will be doing what and an agreed timeframe. |
| Week 2 & 3 | * Audits completed * Initial findings detailed * Draft Audit Report completed | * Audits completed * Heads of Service comments on report and agree learning to be disseminated and   targets set for workforce development |
| 4th week | Audit sent to Head of service for quality assurance for further dissemination.  Next Audit Theme is agreed using Audit Menu Tool and/or Heads of Service requests/concerns | Head of service for quality assurance to further disseminate findings to:   * Divisional director for Education, Learning and Skills * SEND strategic board * Workforce development |

**Education health and care plans (EHCP)**

* Initially we will undertake a baseline audit of up to one hundred and sixty EHCP’s, due to time constraints this work will be undertaken by the lead auditors. We will also speak to 10% of children, young people and their families.
* In the future we will use a programme called envisage, this will assist with multi agency auditing of EHCP’S. We will speak to all 25 of the CYP and their families.
* Starting with month 1 we will audit up to 25 new EHCP’s that have been issued within the past 12 weeks.
* This will include a range of children and young people from 0-25.

**EHCP Audit Cycle**

|  |
| --- |
| **Links to WOSA** |
| 5A.2,5B,6A,6A.1,6A.2,6C,7B,8B,8C,9B,10A,10B,10E,14D,15A.1,15. A.2,15A.3,15B,15C,15D,16A,16B,16C,18A |

**Diagram

Description automatically generated** Figure 5- Monthly EHCP cycle

EHCP Audit Timetable

|  |  |  |
| --- | --- | --- |
|  | SEND Auditors | Partners |
| Week 1 | We identify EHCP’s to audit | We inform the involved services of their allocation with note of SEND Theme for the month |
| Week 2 - 3 | Audit completed online | Audits completed online |
| Week 4 | Audit report completed and disseminated to QA multi agency panel with recommendations for next cycle to drive improvement. | 5-minute guide received for review and action.  (See template in appendix xxx) |

Monthly SEND QA multi agency panel

* A virtual, monthly QA group, made up of health, education, care, and parent voice, will be held to monitor and moderate the findings of the monthly EHCP and themed audits.
* The members of this panel will ensure all recommendations for their services area as a result of the audits, are disseminated and acted upon within the set timescales
* The panel will agree reports and recommendations to be submitted to the SEND strategic board.

Figure 6 -QA multi agency panel timeline



6 Monthly – Biannually -SEND Multi Agency Practice Week

The inaugural practice week is due to be held on week commencing April 2023 and will subsequently be held on a six-monthly basis.

Practice Weeks will involve the following: -

• Members of the Corporate Senior Leadership Team.

• Members of the Cabinet.

• The Independent Chair and members of the Children’s Improvement Board

• The members of the SEND strategic board

All participants/ will be contacted with proposals for events matching their availability across the week and the service activities that they will undertake, will include: -

• meetings with Team Mangers to discuss their service area, with a focus on SEND themes

• attendance on visits to Education settings, children’s young people and families

• observations of Panels- across education, health, and care

• attendance at annual reviews

• observation of reflective group supervision.

These will be offered at alternative dates and times if necessary.

One week before the practice week a briefing will be held by the Divisional Director of Education. Learning and Skills and/or the Head of the Learning Academy, with those involved. A briefing pack will be issued that contains: -

• the area of service selected and details of the task to be undertaken/observed.

• a copy of the auditing overview of that area, including the relevant pillars in the WSOA.

• relevant agendas and associated reports for any meetings to be attended, including terms of references for any panels.

The purpose of the SEND multi agency practice week is to assure both elected members and partners, that the services being delivered to the children, young people and families of Torbay are to a good standard.

The members and partners undertaking visits will gather evidence and feedback their findings to enable SEND services to continually improve, this activity will be in addition to the SEND strategic board work towards the WSOA.

Annually

Parent/Carer, Child and Young People Survey

Feedback from the participation survey will be used by the Lead Auditors for SEND to ensure that themes that arise are included in the work that is carried out through this QA framework.

SEND Partner’s Annual Audit

There will then be the introduction of an annual audit for SEND partners to evidence their culture of SEND.

All those who use SEND services in Torbay have a right to expect services to be aware of their strengths and their areas of improvement to ensure that all children and young people receive at least a good service.

The audit will be issued to monitor how services continue to assess and review themselves against the four-lens approach.

To assist with this self-assessment the SEND QA Multi Agency Panel, will provide the audit and guidance on how to complete it. This multi-agency panel will form the auditing team who will provide feedback to their services areas.

This process is key to services knowing themselves well and producing realistic and deliverable plans to be monitored by using the four lenses approach.

The information collated as part of this process will be shared with the SEND Strategic Partnership board.

**Figure 7** -**The SEND partners annual audit process**

Moderation

Moderation of all quality assurance work being carried out, will ultimately be through evidence of success against outcomes set, in the results of surveys from parent/carers, children and young people

Moderation will also be carried out, throughout by both the Lead Auditors SEND and Service Leads. Partners will also audit QA processes through the SEND Strategic Board and SEND Multi Agency Practice Week.

Figure 8- Where does moderation occur?

Dissemination of Learning

The learning from quality assurance and audit activity will be disseminated and used to improve practice across the Torbay.

Partners and the respective leadership teams will be responsible for the remedial actions and responding to the learning needs within their service area. The role of the Learning Academy and the SEND strategic partnership board is crucial in facilitating and co-ordinating the learning.

Reports will be sent to the SEND strategic board, to support communication with all partners learning could also be disseminated in the following way:

• Multi agency listening circles/best practice forums

• Presentation of findings to different groups, including parent/carers

• Learning with young researchers

• Discussion and monitoring of actions through the SEND QA Multi-Agency Group

• Learning Circles

• Inter-agency peer reviews

• 5-minute briefing note

• Multi agency training

• Updates on the local offer

All the QA activity described in this framework only has a value if it leads to improvement in services received by children, young people and their families that then deliver better outcomes.

The expectation is that all the different agencies and services across the local area monitor and review their own area as a result of these audits and ensure the learning is disseminated to those working with children and young people with SEND.

For the QA activity to deliver the improvement it is essential to “close the loop” to ensure the associated learning informs practice.

GDPR statement

Information gathered as part of accessing SEND services through Torbay Council, will allow us to improve the service for others through Quality Assurance. At the beginning of the Education, Health, and Care assessment process we believe its good practice to gain parental or carer consent for the sharing of this data, however this is not necessary to begin assessment.

As part of our quality assurance process, we undertake regular auditing of EHCP’s, Annual Reviews and Amended plans, this helps us to improve our service. Our auditing work is undertaken internally and externally, with colleagues such as, Education, Health and the Community and Voluntary sector. All those who participate in the auditing process, will sign a confidentiality agreement.

Our privacy notices can be found by clicking here [**Torbay Council Privacy Notices**](https://www.torbay.gov.uk/council/information-and-data/data-protection/privacy-notice/)

The information gathered is intended to be shared across the local area to improve SEND services for children, young people, and their families.

Appendices

Appendix 1: EHCP Microsoft form to be used for the baseline

<https://forms.microsoft.com/Pages/DesignPageV2.aspx?subpage=design&FormId=2HtXE0NJ2UWNPDBPGE9lgmudC-2xswhKntkGG9aDRgBUQVFRVzE0VDVSU1hPNkk3T1FYSTVKUTZRUi4u&Token=6f470f0143ca42bdb008b50bd4490163>

and then we will move to the envisage programme.

Appendix 2: Five-minute briefing note

**What Good Practice did we see?**

Highlight areas of good practice

**SEND Audit Briefing – Insert theme e.g EHCP’s**

**The audit**

Include an overview of audit, incl numbers, time frame etc…

**The purpose**

Brief rational for why we audited

**What is life like for our children and young people?** Include CYP and family voice **and experience**

**What are we worried about?**

Overview of areas of concern

**What can I do differently?**

What can the person reading this do differently?

**Themes for learning and development**

List common Themes for improvement – inc which agency

Organisations involved with the auditing were: Children’s Social Care including the Children’s Disability Team, GPs, Public Health Nursing, Police, Youth Offending Team, Education, and Special Schools

Appendix 3- Terms Of Reference SEND Multiagency Quality Assurance Panel

**Torbay SEND Partnership   
Terms of Reference: SEND QA multi agency panel**

1. **Purpose**

A virtual, monthly QA group, made up of health, education, care, and parent voice, held to monitor and moderate the findings of the monthly EHCP and themed audits.

|  |  |
| --- | --- |
|  | **Diagram  Description automatically generated** |

Panel members will be sent the findings from the most recent audit area to carry out their own moderating audit before each panel meeting.

The purpose of these monthly QA meetings is to moderate the outcomes of the monthly EHCP audit cycle to make sure identified learning for their services area is embedded within their work.

The members of this panel will ensure all recommendations for their services area as a result of these audits, are disseminated and acted upon within the set timescales.

Managers of these services will be required to evaluate outcomes for impact and report back to the SEND QA multi-agency panel.

1. **Role and Functions**

The panel will have oversight of reports and recommendations submitted to the SEND strategic board.

1. **Chair and Governance**

**Proposed governance:** Head of Service- Quality Assurance and Lead Auditors for SEND

**Proposed reporting:** SEND strategic board

1. **Membership**

|  |  |  |
| --- | --- | --- |
| **Organisation** | **Role / job title** | **Current representative** |
| Designated Clinical Officer (Health) |  |  |
| Health Representative |  |  |
| Social Care-Children’s (Early Help Service manager until DISCO) |  |  |
| Social Care -Adults (Deputy Director) |  |  |
| Principal Educational Psychologist |  |  |
| LA Early Years Rep |  |  |
| SEND LA Rep (SEND Team) |  |  |
| Education – Special School SENCO  Mainstream Primary SENCO  Mainstream Secondary SENCO |  |  |
| Torbay Family Voice |  |  |
| Lead Auditor(s) for SEND |  |  |

1. **Responsibilities Of Members**
   * 1. Each member to represent their organisation or department and to be able to make decisions or have decision making delegated to them.
     2. Each member is expected to actively contribute to the delivery of the objectives and outcomes.
     3. Each member to share data and evidence to support the development of the partnership’s objectives.
     4. Accountable for the development and delivery of the multi-agency responses to SEND across Torbay.
     5. To identify and forge links with other strategic areas of work and to identify resources where required.
     6. If a member is unable to attend, they should arrange a representative to attend in their place. Non-attendance/representation will result in follow up by the chair.
2. **Diversity and Equality**

Equality of membership and engagement – all partnership members will have an equal voice and contribution to make to meetings. Members must be mindful to ensure that internal organisational issues do not dominate the nature of discussions.

The views and voices of children and young people, service users and families will be taken into consideration and shared where appropriate.

1. **Conflicts Of Interest**

Where commercially sensitive and specific commissioning issues are agreed agenda items, members will hold separate confidential meetings.

Any conflicts of interest will be declared to the chair of the group at the earliest opportunity.

1. **Arrangements**

**Frequency of meeting:**

This partnership will meet every 4 weeks. Meetings may have a EHCP or Themed focus, depending on the written statement of action progress and monitoring visits. An agenda will be set and sent in advance, to which all members will be invited to actively contribute.

1. **Complaints**

Any complaints should be made in writing to the chair/s of this group. If the complaint involves the chair, please write to the chair of the SEND strategic board.

1. **Review of Terms of Reference**

|  |  |
| --- | --- |
| **Date of this document** | **Review due by:** |
|  |  |
|  |  |

Graphical user interface, text

Description automatically generated**Appendix 4- EHCP QA processes**

Appendix 5 -Themed audit process

Graphical user interface, text

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A picture containing text

Description automatically generatedAppendix 6 - Moderation Overview Sheet – To be completed at SEND QA MAP

**EHCP moderation overview sheet**

|  |  |  |  |
| --- | --- | --- | --- |
| EHCP Area of focus: |  | Date of SEND QA MAP meeting: |  |

Summary of moderator’s outcomes and how this compares to the Auditors (what did we find?)

|  |  |
| --- | --- |
| Moderators: | Service area representing: |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

|  |  |
| --- | --- |
| What is this experience like for CYP and their families? | What are our concerns? |
|  |  |
| What can we do differently? | What good Practice did we see? |
|  |  |
| Actions: | Training needs identified: |
|  |  |

**Appendix 7 -Themed Audit Planner- to be completed at the SEND QAMAP and with relevant head of service**

|  |  |  |  |
| --- | --- | --- | --- |
| Themed area based on cycle | Early Help/Graduated Response  Inclusion  Transition  Preparing for adulthood | | |
| Service area of focus (rational) |  | | |
| Service area data |  | | |
| Who’s involved in the audit? |  | | |
| How do CYP access this service? |  | | |
| What’s working well? |  | | |
| Key themes/lines of enquiry for the audit |  | | |
| Overview of audit activity (methodology) |  | | |
| The audit |  | | |
| Audit findings | Good Practice identified | Areas for improvement/actions | Who is responsible for delivering improvements/actions |
|  |  |  |
|  |  |  |
|  |  |  |
| Outcomes and recommendations |  | | |

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| --- |
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