

EHCP QA Audit Programme – September – December 2025

Ensuring the quality of education health care plans



EHCP QA Audit Programme Overview

- **Purpose of Audit Programme** - To ensure EHCPs provide timely, effective support tailored to children's needs and statutory compliance.
- **Quality Assurance and Compliance** - Quality assurance maintains compliance with SEND regulations and fosters continuous improvement across education systems.
- **Collaboration and Learning** - Collaboration among professionals enables shared learning, consistency in practice, and drives systemic improvements.
- **Child-Centered Outcomes** - The programme fosters fair opportunities for children to learn and thrive through child/person-centered, transparent plans.

Audit Outcomes

RATING CATEGORY	NUMBER OF EHCPS	PERCENTAGE
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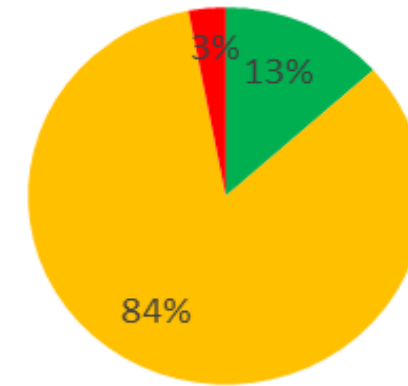
Good	44	13%
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Requires Improvement	275	84%
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Inadequate	10	3%
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Total	329	100%
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EHCP outcomes Sept - Dec 2025



■ Good ■ Requires Improvement ■ Inadequate

Moderation - 7% audits were moderated. Of those:

- 1 plan was upgraded from Inadequate to Requires Improvement
- 1 plan downgraded from Outstanding to Requires Improvement
- Judgments were agreed for all other moderated EHCPS.

Going forward, the QA Team will moderate at least 20% of all assurance activity so we can be confident in the consistency of our benchmarking.

Improvements from previous audits



Inadequate plans reduced from 9.5% in September to 0% in December, despite increased number of plans audited.



Good plans improved in December (16.7%) but remain below September levels (19%).



Section C clarity and CHC recording dipped in December after strong November performance.

Analysis - Strengths

- **Child-Centered Aspirations** – 80% (263) plans include clear hopes and dreams directly from children, ensuring plans are personally meaningful.
- **Parental and Carer Input** - 81% (267) plans balance views of parents and carers with the child's needs for comprehensive development.
- **Transparency of Personal Budgets** – 83% (272) plans clearly state personal budget requests, aiding monitoring and constructive review dialogues.
- **Collaborative Contributions** – plans routinely evidence collaborative input from children, parents, and professionals; reflecting inclusive planning.

Areas for Improvement

- **Clear Needs Identification** – better identification of need required in 47% (154) plans. We need to ensure all special educational needs are clearly described for a shared understanding of the child's profile.
- **Aspiration-Driven Outcomes** - 60% (197) of plans, outcomes were not always informed by the aspirations of the child or young person or were SMART. Making outcomes measurable and aspiration-driven will enable effective progress monitoring and improvement.
- **Provision** - was not consistently clear for each area of need in 69% (227). Plans contain Quality First Teaching (QFT) or Ordinarily Available Provision strategies, however it was not clear how provision will support and enable outcomes.
- **Quality of Professional Advice** - Advices vary from all partners, but specifically, those submitted from the Educational Psychologist (EP) service varied the most.
- **The quality of review paperwork from educational settings** - EHCP review paperwork from educational settings are not reviewing and recommending amendments for outcomes and provision effectively.

Recommendations and Next Steps

The partnership needs to:

1. Strengthen the identification of needs including SMART actions, linked to outcomes
2. Improve the quality and consistency of professional advice
3. Clarify provision and link provision to needs
4. Strengthen the effectiveness of review documentation

The QA Team will:

1. Support the educational psychology services in their advices
2. Support education setting with review templates and quality information
3. Provide targeted professional development opportunities – for practitioners and managers
4. Increase joint quality assurance activity

The Steering Group should:

1. Agree the recommendations
2. Support partners to develop their actions plans
3. Track the progress via the Quality & Performance Steering Group.