



Blackburn with Darwen

Developing a SEND Multi-Agency QA process



Trust

Respect

Ambition

Collaboration

Kindness



Background

- 2021 - well established single agency EHCP QA process in place
- 2022 – introduced multi-agency EHCP QA using Invision 360 software
- May 2023 - JTAI inspection with education who were involved in the multi-agency audits. These felt to be in line with the new SEND Inspection framework – Annex A section 7.
- July 2023 – discussions around the impact of the partnership on the lived experience and the quality of the support received.
- September 2023 - full review of QA of SEND
- October 2023 - piloted lived experienced multi-agency audits
- December 2023 - rolled out BWD's revised QA framework in line with social care to ensure a more holistic approach across the Children's Services Directorate

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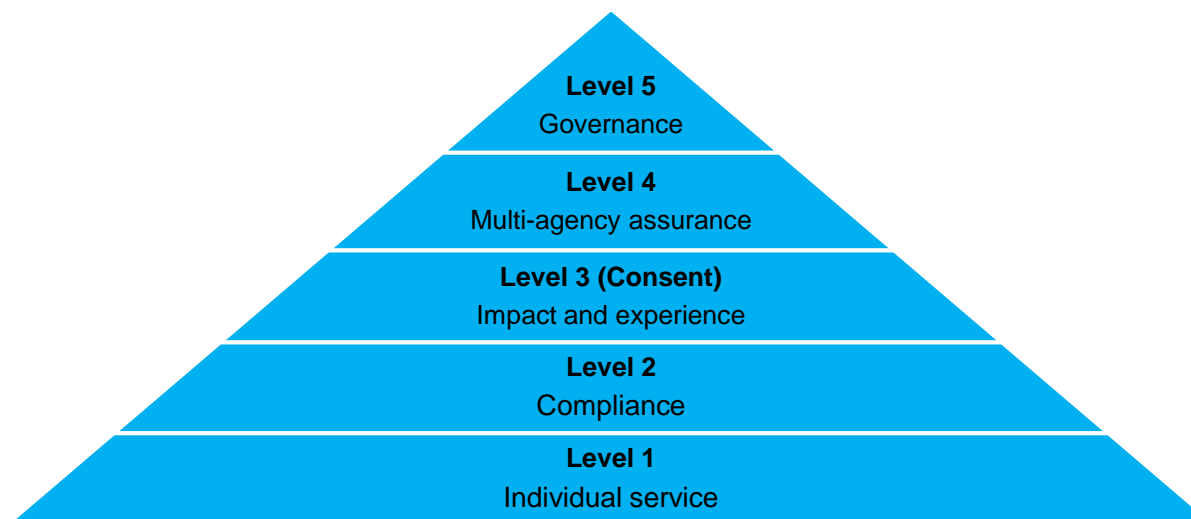
Kindness



Quality Assurance Framework (EHCP and SEN Support)

5 Levels of assurance

In order to ensure these standards are met, five levels of audit have been introduced which include quantitative, qualitative and impact approaches to Blackburn with Darwen's EHCP and SEND support quality assurance process.



Purpose & rationale

The purpose of the multi-agency assurance is to determine the level of progress and outcomes made by children and young people with EHCPs and those receiving SEND support.

It monitors whether professionals involved with the child/young person are involved sufficiently and whether the continuing/changing needs of children and young people are being met. Assurance findings will be used to inform service developments and support available to the individual.

Multi-agency assurance revolves around four key questions:

1. What is working well?
2. What difference have we made?
3. What are we worried about?
4. What needs to happen next for the individual and also for the service/system as a whole?



Date of SEND QA meeting	Case study focus (Level 4 QA – Multi-agency SEND case studies)	Overall Judgement			
		1	2	3	4
		Consistently positive experiences and outcomes	Mostly Consistently positive experiences and outcomes	Inconsistent experiences and outcomes	Significant Concerns
December 2023	SEN Support - Social Care involvement	1	2		
January 2024	EHCP – LAC to BwD	1	1	1	
February 2024	SEN Support – on SENDSS AS team caseload		2		1
April 2024	EHCP – SEMH primary area of need		3		
June 2024	SEN Support - on SENDSS SEMH team caseload		2	1	
October 2024	EHCP – SLCN primary area of need	1		2	
December 2024	SEN Support - Transitions		1	1	1
Total	21 case studies (9 EHCP, 12 SEN Support)	3	9	7	2

Successes



- Range of themes for the case study focus
- Recognition of the impact and full engagement by schools and social care professionals for those CYP selected for QA
- External recognition of good practice
- Identified mechanisms to share learning from the case studies:
 - Social care practice forum
 - Primary and Secondary SENCO meetings
 - School Leader briefings
 - School Effectiveness Board
 - Termly reporting
 - Yearly action plan



Challenges

- Challenges around data sharing agreements needing to be in place
- Hybrid meeting options available to ensure all key people are present
- Contacting some parents for their input
- Seeking the view of the child
- Administrative intensity of the process



Review and Development



- Consultation was undertaken with internal senior leaders and external scrutiny (through the LGA) to review our processes
- Changes made:
 - to the scoring system from January 2025 meant that the overall judgements went from 4 categories to 3
 - More scrutiny around the social work chronology
 - Pupil profile to be created during the SEND QA meeting to replace the child's voice
 - Attendance of the DCO at all future case study meetings



Key Themes that have arisen from the QA



- Equal consideration being given, by all professionals, to the child's lived experience and whether needs are responses to trauma or a possible underlying special educational need.
- Tracking back through previous case history to ensure that no opportunities are missed, particularly where children have had numerous changes of professional involvement and school placements.
- Ensuring that chronologies are used and are reflective of historical information.
- Review of the EHCP invite process to ensure that all involved professionals are invited to the EHCP reviews and have the opportunity input into the child / young person's plan and that plans are holistic.
- Ensure consistent communication with parents /carers for children at SEN Support around the specific support they are receiving in school both academically and socially.
- Schools and organisations sharing good practice such as information sharing between schools and complementary referrals to ensure consistency of approach.
- The range and creativity of approach to meeting need and involving the child/ young person and family in shaping their provision to ensure it remains effective and appropriate.
- A need to focus on next steps and preparation for adulthood against the four PFA outcomes.
- School to ensure that their Management Information Systems (MIS) records reflect the primary category in need for SEND

