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**Please note: -**

**This form consists of the Advice from the setting /school to be circulated pre -annual review meeting.**

**Following the Annual review meeting , the Annual review report (found below and on the same form) should be completed.**

**Summary Advice to be completed by the school or setting**

**for an Annual Review of an EHC Plan**

**To be circulated to all participants at least two weeks prior to the Annual Review meeting**

The Code of Practice emphasises that teachers are responsible for and accountable for the progress and development of all pupils in their class, including those with SEND where pupils access support from teaching assistants or specialist staff.

Schools will have their own internal forms for collecting information from school staff for an Annual Review. Schools must also seek the views of parent carers and the child or young person prior to the Annual Review and this information, together with this form, should be included with the documents circulated in advance of the meeting.

This form represents **a summary** of the documentation provided by the school or setting. Supporting documentation such as assessment and attainment data and other relevant records should be available at the Review meeting and included in the appendices of the circulated Annual Review Report.

This report will contribute to the Annual Review of the Education, Health and Care Plan.

|  |  |
| --- | --- |
| Child or Young Person’s Full Name |  |
| Home Address  |  |
| Name of Setting and Address  |  |
| Email address for parents (must be completed) |  |
| Date of Birth |  |
| NC Year Group (if child is educated outside year group, please advise) |  |
| Date of EHC Plan under review |  |
| Date of Annual review meeting |  |
| Person completing this form and school / SENCO email address |  |
| Is the child CIN/ CP/ LAC?*If so, please provide social worker or Early Years support worker details* |  |

**Attendance**

|  |  |
| --- | --- |
| Attendance (%) |  |
| Absence – authorised (%) |  |
| Absence – unauthorised (%) |  |
| Where below 90%, please summarise what action was taken to improve attendance (Is there a medical reason why the child /young person cannot attend, if so, please provide the medical advice supporting this) |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| Curriculum Area and Core Subject and current level of study (e.g., Pre-Key Stage Standards, Age Equivalent, Entry Level, etc) | Previous Years Attainment | Current Attainment | Expected Level of attainment by the end of the Key Stage |
|  |  |  |  |
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| --- |
| **The teacher/setting’s view of the child/young person’s progress** |
| ***Using bullet points please outline the child/young person’s strengths, skills and achievements over the past year any other notable progress e.g., involvement in school life/friendships etc.*** |
|  |

|  |
| --- |
| **Describe any new needs identified below and specify how these impact on access to the curriculum. Please specify if there is any new or pending professional reports outstanding at this time.** |
|  |

**Are there any significant changes to the pupil’s strengths and special educational needs? Any new needs identified? *This section should only be completed if there are significant changes which are not reflected currently in the EHC plan and need to be added. The EHCP being reviewed can be annotated with changes.***

|  |  |  |  |
| --- | --- | --- | --- |
|  | Strengths | Needs | Parents Views from Annual Review  |
| Communication and Interaction |  |  |  |
| Cognition and Learning |  |  |  |
| Social Emotional Mental Health |  |  |  |
| Sensory and Physical |  |  |  |
| Year 9+Independence, preparing for adulthood |  |  |  |

**Outcomes**

|  |
| --- |
| **SECTION E, F, G & H:****SUMMARY OF REVIEW OF PROGRESS AGAINST THE OUTCOMES IN THE EHCP AND SETTING OF NEW OUTCOMES*****Please complete the tables below using the long-term and related short-term outcomes from the EHCP. Use separate tables for each long-term outcome and its related short-term outcomes. You can copy and paste more tables if required.* Alternatively, *you may wish to clearly annotate Section E of the Plan using the Key proposed to indicate changes against each outcome.*** **New Outcomes sought and the provision required.***When reviewing the EHC Plan, the long-term outcomes may remain unchanged, and the short-term outcomes in the Plan should normally have been met. In this case, new short-term outcomes related to the long-term ones should be discussed and recorded below or annotated on the Plan.* *If the long-term outcomes have been met, then any new long-term outcomes, and related short-term outcomes should be discussed and recorded below. Please indicate what reports the new long-term outcomes required have been obtained from. If an area of need has been addressed, it would not be appropriate to continue to set a new outcome.**Long term outcomes should be achieved by the end of the current key stage or phase of education. For pupils who are in the final year of a key stage or phase (e.g. Year 2, Year 6, Year 9 and in the final year of secondary school) long term outcomes should be achieved by the end of the NEXT key stage or phase.* *A typical EHC Plan may have around 4 or 5 long term outcomes to be achieved by the end of the current or next phase of education, although there may be more for a pupil with severe and complex needs. Each long-term outcome should be accompanied by short term outcomes which indicate ‘steps towards meeting the outcome’ (COP para 9.69) to be achieved within the next twelve months.* *Settings should identify clearly which outcomes are education and training outcomes and which are not i.e. health and/or social care outcomes. Settings must also specify the educational, health and social care provision that is required to support the child or young person to achieve the educational, health and care outcomes.*  |
| **Section E: Outcomes** |
| **Overall Outcome for End of Key Stage:** | **Met** |  |
| **Partly Met** |  |
| **Not Met** |  |
| **No longer appropriate** |  |

**Communication and Interaction**

|  |  |
| --- | --- |
| **Current Outcome** | **Comments on Progress and Evidence** |
|  | Met  | Partly Met | Not Met /No longer appropriate |  |
|  | Met | Partly Met | Not Met /No longer appropriate |  |
|  | Met | Partly Met | Not Met /No longer appropriate |  |
|  | Met | Partly Met | Not Met /No longer appropriate |  |
| **New Proposed Long-Term Outcomes (if needed)** |  |
| **New Proposed Short-Term Outcomes****(If needed)** |  |

**Cognition and Learning**

|  |  |
| --- | --- |
| **Current Outcome** | **Comments on Progress and Evidence** |
|  | Met  | Partly Met | Not Met /No longer appropriate |  |
|  | Met | Partly Met | Not Met /No longer appropriate |  |
|  | Met | Partly Met | Not Met /No longer appropriate |  |
|  | Met | Partly Met | Not Met /No longer appropriate |  |
| **New Proposed Long-Term Outcomes (if needed)** |  |
| **New Proposed Short-Term Outcomes****(If needed)** |  |

**Social Emotional Mental Health**

|  |  |
| --- | --- |
| **Current Outcome** | **Comments on Progress and Evidence** |
|  | Met  | Partly Met | Not Met /No longer appropriate |  |
|  | Met | Partly Met | Not Met /No longer appropriate |  |
|  | Met | Partly Met | Not Met /No longer appropriate |  |
|  | Met | Partly Met | Not Met /No longer appropriate |  |
| **New Proposed Long-Term Outcomes (if needed)** |  |
| **New Proposed Short-Term Outcomes****(If needed)** |  |

**Sensory and Physical**

|  |  |
| --- | --- |
| **Current Outcome** | **Comments on Progress and Evidence** |
|  | Met  | Partly Met | Not Met /No longer appropriate |  |
|  | Met | Partly Met | Not Met /No longer appropriate |  |
|  | Met | Partly Met | Not Met /No longer appropriate |  |
|  | Met | Partly Met | Not Met /No longer appropriate |  |
| **New Proposed Long-Term Outcomes (if needed)** |  |
| **New Proposed Short-Term Outcomes****(If needed)** |  |

**Post 16-Preperation or Adulthood (Year9 and above)**

|  |  |
| --- | --- |
| **Current Outcome** | **Comments on Progress and Evidence** |
|  | Met  | Partly Met | Not Met /No longer appropriate |  |
|  | Met | Partly Met | Not Met /No longer appropriate |  |
|  | Met | Partly Met | Not Met /No longer appropriate |  |
|  | Met | Partly Met | Not Met /No longer appropriate |  |
| **New Proposed Long-Term Outcomes (if needed)** |  |
| **New Proposed Short-Term Outcomes****(If needed)** |  |

**Health**

Has there been any changes in health (including new diagnosis, changes in care/ provision, etc)?

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**Social Care**

Has there been any changes in social care provision (including access to short breaks, support from Early Help, Support received, etc)?

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**Transition**

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| For pupils in Year 5 and 6, please indicate plans for secondary phase transfer.For pupils transitioning to Post 16 FE provision/university/Employment/training, what are the plans? Identified settings? |
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| Any additional comments or recommendations? |
|  |

**Copies of this form should be sent within two weeks of the review meeting to the Local Authority and to parent carers**

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**Report on the Annual Review of an EHC Plan**

**This form and any supplementary reports must be sent to the Local Authority within 2 weeks of the date of the meeting.**

|  |  |
| --- | --- |
| **Date of this Annual Review (dd/mm/yyyy)** |  |
|  |  |

|  |  |
| --- | --- |
| **Name of person chairing the meeting** |  **Role**  |
|  |  |
|  **Persons in attendance**  | **Role**  |
|  |  |
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| **THIS SECTION MUST BE COMPLETED** |
| **Summary of Annual Review Recommendations****NB: Please inform parent/carers EHC Plans are amended using the following criteria:*** **At the end of a key stage**
* **There are new needs identified.**
* **There is a significant change to provision in Section F regarding specificity of input from external professionals such as specialist teachers or therapy.**
* **The funding allocation changes.**
* **Request for a change of placement**

**EHC Plans will be amended at the end of each Key Stage or when provision/placement requires changing or where here has been a significant change. When no change is required a ‘No to amend’ letter will be sent to acknowledge this to parents/carers/young person and the setting.** |  |
| **Are there any significant amendments to the EHCP Requested, if so, please state reason from above** |  |
| **Is the banding funding still correct? If not, what is being proposed.** **NOTE: Band E funding** **Children and young people requiring a higher level of funding than band D will have individualised funding allocated.** **Please provide the following documents for all Band E funded children/young people:** 1. **child/young person’s timetable included?**
2. **individual Support Plans/Assess Plan Do Review cycles.**
3. **costed Provision Plan**
4. **evidence of professional advice sought and incorporated.**

**Provision should be reviewed each year to promote moving forward to independence into adulthood and banding will be adjusted accordingly.** **All children in Y10 will have their banding reviewed in preparation for phase transfer.** |  |
| **Is there a request for a change of setting?****NOTE: Please be aware that the specialist placement panel meets annually and requests for change of placement should be discussed with your SEN Caseworker** |  |
| **Is the child or young person leaving their current setting in the next academic year?**  |  |
| **Was everyone in agreement with the amendments and recommendations of the Review? If not, please state any disagreement by whom and why.** |  |
|  |

|  |  |
| --- | --- |
| **Please tick below to indicate you have included the following with the Annual Review Report?** | **Y/N** |
| **Attach copy of Form 13 – AR Settings Form (Pre-AR Advices)**  |  |
| **Child/young person’s views forms**  |  |
| **Parent / carer views forms** |  |
| **Copy of the annotated EHC Plan as a Word Document, please DO NOT USE Track Changes****z****KEY:****Any requested amendments should be added in bold font.****Any requested deletions should be indicated with ~~strikethrough font.~~** |  |
| **If the provision in Section F is being requested to be amended, are the necessary reports indicating the changes attached?**  |  |
| **If separate notes of the meeting were taken, are these included?** |  |
| **Copy of attainment data – for children in KS4 their predicted grades for GCSE’s** |  |
| **If appropriate, is a Health Care Plan included?**  |  |
| **If appropriate, is a Care Plan included?****These should be requested from the child/young person’s social worker if the child is a Child in Need/Child Protection or LAC** |  |

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| **Evidence of Attainment/Progress over time** |
| Key information relating to attainment and academic progress over time, and the predicted attainment if known, must be included in the Summary Advice completed by the setting and circulated two weeks before the Review meeting so that it can be discussed.Please include:* any data in relation to End of Key Stage Assessment results including pre-Key stage standards if appropriate.
* any qualifications achieved since the last review (Entry Levels/GCSE’s/A Levels/BTECs/any other)

Please briefly summarise the views of the meeting relating to the pupil’s attainment and progress and refer to the rate of academic progress over time |
|  |

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| **SECTION B, C & D:****Summary of new Needs** |
| **Describe any new needs identified and specify by whom by referring to relevant documentation/report:** |
|  |
| **Summary of new health, social care or other needs*****(Is the family in receipt of DLA/Care Allowance)*** |
| **Name of professional(s) and agency providing this information and date of their report:** |
| **Needs:** |

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| **For all Pupils** |
| **State next significant event e.g. next Key Stage/moving setting/ leaving school.****.** |
|  |
| **Year 9 and above – Progression towards Adulthood****Please ensure an Outcome towards PfA has been included above**  |
| **Has the young person identified a career pathway?** | **Have careers guidance and progression routes been discussed with the young person? Y/N** |
|  |  |
| **Please provide a brief summary below including any potential post-16 educational settings/courses that the young person has expressed an interest in** |
|  |
| **Confirm that documentation relating to Careers Guidance/Progression has been included in the documentation** | **Y/N** |

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| **Mobility, travel and transport*****(Discuss with parents how this will be reviewed at the end of Phase Transfer)*** | **Y/N** |
| **Is the child/young person currently in receipt of Home to School transport?**  |  |
| **If transport is provided, does an escort travel with the child/young person?**  |  |
| **If yes, is this transport still necessary, and why?** |  |
| **Is the young person capable of travelling independently?**  |  |
| **NB: Please inform parent/carers/young people that for all Post 16 Transport a Transport Application will need to be submitted in the summer term before the start of the next academic year starting from summer term when the child is in Year 11** |

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| **Personal Budget**  |
| **For a Personal Budget please refer to the Policy Link below. A Personal Budget is a way of delivering provision using the top-up funding allocated towards meeting Outcome(s) identified.** **Please refer to link below for more information on Personal Budgets:**[Barnet Personal Budget Policy](https://www.barnetlocaloffer.org.uk/pages/home/information-and-advice/money-matters/personal-budgets)**If a personal budget is allocated to deliver provision the school is not expected to still deliver the same provision. Where the school or local authority already has commissioned services in place such as therapies there is no requirement to make a personal budget available.** |  |
| **Does the young person currently receive any provision through a personal budget?** | **Y/N**  |
| **If YES, please PROVIDE FURTHER DETAILS BELOW:** |

|  |
| --- |
| **Contributors to this Review and Appendices** |
| **Include name and role of person** | **Invited** | **Attended**  | **Date of Report***(which should be circulated at least 2 weeks before the meeting if available)***Attached (A) Or previously sent (P)****To follow (T)** |
| **K1 – Child/Young Person** |  |  |  |
| **K1 – Parent/Carer Advice** |  |  |  |
| **K2 - Educational Advice** |  |  |  |
| **K3 - Medical Advice** |  |  |  |
| **K4 - Psychological Advice** |  |  |  |
| **K5 - Social Care Advice** |  |  |  |
| **K6 - Advice from others**  |  |  |  |
| **K7 - Advice obtained by the Authority since the last assessment of the child was made** |  |  |  |

|  |
| --- |
| **Actions and Responsibilities arising from the Review** |
|  Please ensure that the named person has agreed to undertake the specified action. |
| **Name of person who will monitor completion of the actions** |  |
| **What Action** | **By Whom** | **By When** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| Do all attendees of the meeting agree with the recommendations? | [ ]  Yes[ ]  No |
| If no, please explain |
|   |

|  |
| --- |
| **SIGNATURES**  |
| Pupil |  | Date |  |
| Parent(s)/Carer(s) |  | Date |  |
| Headteacher / SENCO |  | Date |  |
| **Please send copies of the Annual Review Report WITHIN 14 DAYS and any reports or advice not previously sent to:*** Young person (if applicable)
* Parent(s)/Carer(s)
* All others invited to the Review meeting.

and Email Annual Review Report including any reports/advices referred to by **secure email** to: ANNUALREVIEWS@barnet.gov.ukEHC Plans will be amended at the end of each Key Stage or when provision/placement requires changing. When no change is required, a letter will be sent to acknowledge this to parents/carers/young person and the setting. |

 ***![barnet-logo-black[1]]()***

**Recommendations from the annual review meeting (select one only)**

[ ]  **No significant amendments are recommended.** The EHC Plan and its outcomes continue to be appropriate.

[ ]  Significant **Changes to the EHC Plan are recommended.** Information regarding these changes is attached, including any supporting professional advice and reports, assessment information and attainment data.

[ ]  **It is recommended that the Local Authority of Barnet should cease to maintain the EHC Plan.** This has been discussed with the parents during the annual review.