



# ***Reviewing Statutory EHC Plans***

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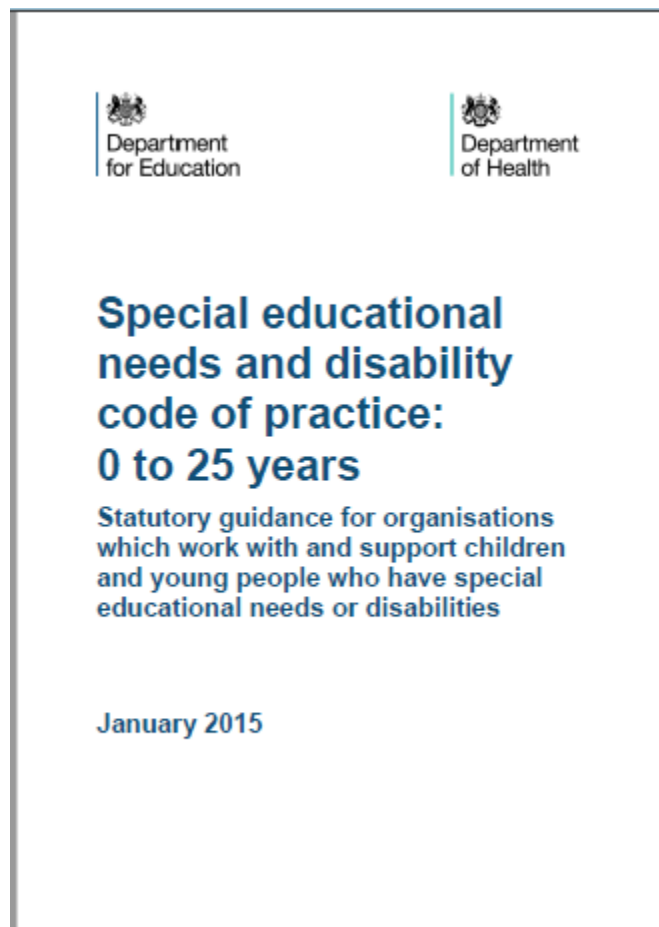
Special Education & Access Service

Birth to 25 Collaboration for Disabled Children and  
Young Adults



**People Directorate**

# Three years on: Where are we now?



People Directorate



# Section 37 C&F Act 2014, Regs 11 & 12 SEND Regulations 2014:

- EHC Plans should be focused on Education & Training, Health and Care outcomes that will enable C&YP to progress in their learning, to develop positive social relationships, emotional resilience, stability and to be well-prepared for adulthood.
- EHC Plans must specify outcomes sought for a child or young person in Section E.
- Outcomes underpin and inform the detail of EHC plans.



# Principles at the core of EHC Plans:

- The views, wishes, feelings of the child, their parent carers, or the young person
- The importance of children, parent carers and young people participating ***as fully as possible*** in decision making
- The information and support necessary to enable participation
- Support to ‘achieve the best possible education, health and care outcomes’



# Statutory Legislation:

- **Section 44 of the Children & Families Act 2014**
- **Regulations 2, 18, 19, 20, 21 of the SEND Regulations 2014**
- **TP Regulations: Children and Families Act 2014 (Transitional and Saving Provisions) (No.2) Order 2014 (As amended in August 2015) and DfE *Transition to the new 0 to 25 SEND System* September 2015**



# LA Statutory Notification Duties:

9.172 The local authority should provide a list of children and young people who will require a review of their EHC plan that term to all headteachers and principals of schools, colleges and other institutions attended by children or young people with EHC plans, at least two weeks before the start of each term. The local authority should also provide a list of all children and young people with EHC plan reviews in the forthcoming term to the CCG (or, where relevant, NHS England) and local authority officers responsible for social care for children and young people with SEN or disabilities. This will enable professionals to plan attendance at review meetings and/or provide advice or information about the child or young person where necessary. These lists should also indicate which reviews **must** be focused on transition and preparation for adulthood.

# Statutory duties in relation to EHCP Annual Reviews – non-negotiable

- Professionals across education, health and social care **must** cooperate with local authorities during reviews
- For Looked After Children, the annual review **should** coincide with one of the reviews of their Care Plan, and in particular the Personal Education Plan (PEP) element of a Care Plan
- Local authorities and stakeholders **must** review and maintain an EHC Plan when a C/YP has been released from custody



# Statutory duties in relation to EHCP Annual Reviews – non-negotiable

- **Must** be reviewed by the LA as a minimum every 12 months of the **date when the plan was issued** and then within 12 months of **any previous review**
- **Must** review each C/YP's progress towards outcomes specified in *Section E* of the EHC Plan
- **Must** consider whether all outcomes remain appropriate
- **Must** review special educational provision, health and social care provision in *Sections F, G & H*





# Statutory duties in relation to EHCP Annual Reviews – non-negotiable

- **Must** be undertaken in full partnership with the C/YP, their parent carers/ legal guardians
- **Must** take account their views, feelings and wishes and their right to request a personal budget
- **Must** have regard for whether specified education & training outcomes have been achieved for young people aged 18-25



## EHCP Annual Reviews MUST also:

- Consider the **continuing appropriateness** of the EHC plan in the light of the individual C/YP's progress during the previous year, changed circumstances and whether changes are required including:
  - any changes to outcomes
  - enhanced provision
  - change of educational establishment
  - whether the EHC plan should be discontinued



## Other MUSTS:

- All stakeholders **must** be invited and given at least two week's notice of the date of the meeting
- The setting **must** seek advice and information about the child or young person from all parties invited and send all advice and information gathered to all parties at least two weeks before the meeting
- The setting **must** prepare and send a report of the meeting to everyone invited and the LA within 2 weeks of the meeting being held

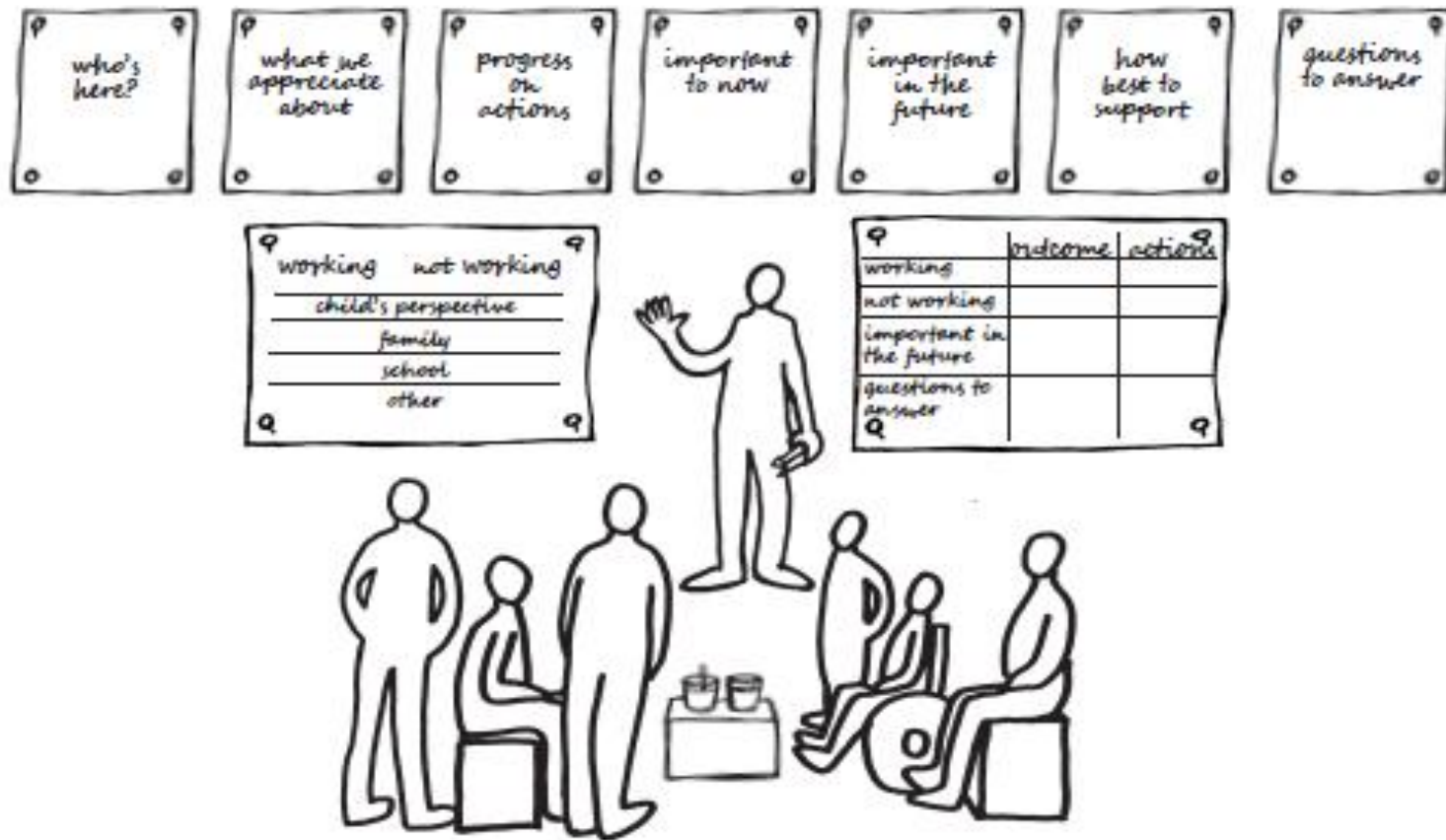


## Other MUSTS:

- Within 4 weeks of the meeting, the LA **must** decide whether it proposes to keep the EHC Plan as it is (NCR), amend the plan (AN) or cease to maintain the plan, and notify the C/YP, parent carers, the educational setting and all other parties who attended
- If the LA decides not to amend the plan or ceases to maintain it, they **must** notify the C/YP or their parent carers of their right to appeal, time limits for processes, mediation and SENDIAS support etc.



# Person Centred Reviews



# Preparation for Adulthood:

- Personalise your approach
- Develop a shared vision
- Improve post-16 options and support
- Raise aspirations
- Plan services together

## Preparing for Adulthood

5 key messages → 4 Pathways → Prepared for adulthood

### Employment

### Independent living

### Community Inclusion

### Health

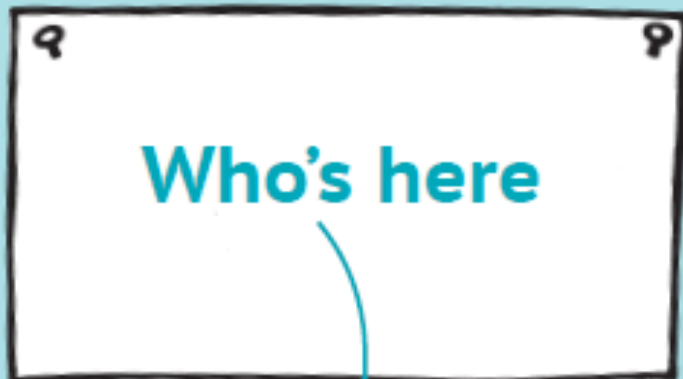


# Person Centred Reviews MUST:

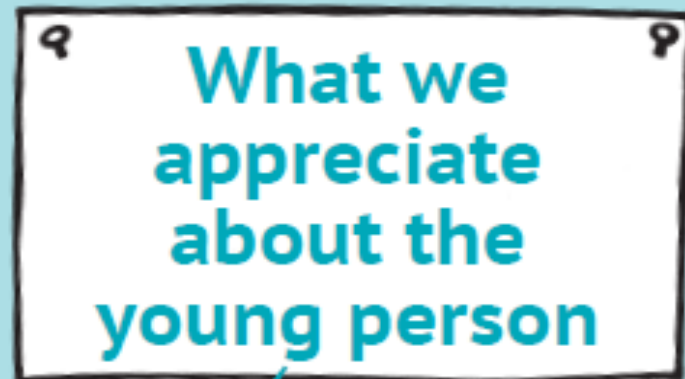
- ✓ Consider if the Statutory EHC Plan still necessary
- ✓ Focus on progress made towards achieving long term outcomes
- ✓ Establish whether the current long term outcomes remain appropriate and if required agree new ones
- ✓ Review the short-term outcomes and set new ones for the next 12 months
- ✓ Review the special educational provision as well as the arrangements for delivering it to ensure it is still appropriate and enabling good progress
- ✓ Review any health and social care provision as well as the arrangements for delivering it and check its effectiveness towards achieving the outcomes
- ✓ Check if the child or young person's aspirations have changed (consider them in the context of paid employment, independent living, maintaining good health and community participation (SEND CoP 9.69))
- ✓ Check if the parent/carer or young person would like to request a Personal Budget.



# Person Centred Planning



*This provides the information about who is important in the young person's life and is required for the administration section.*



*These descriptions can be used in the one page profile.*

**How this contributes to the 0-25 Education, Health and Care Plan**



**People Directorate**



# Person Centred Planning



*This can provide information for various sections, for example, history, experiences and achievements and the outcomes summary sheets.*



*This can inform the one page profile for the young person.*

How this contributes to the 0-25 Education, Health and Care Plan



People Directorate

# Person Centred Planning

What's  
important  
in the future

*This provides information for the life aspirations section.*

How can we  
best support  
the young person

*This provides information for various sections of the plan, including the one page profile and the best support section around life outcomes*

How this contributes to the 0-25 Education, Health and Care Plan

People Directorate



# Person Centred Planning

Young person

Family

School

Others



**What's working  
and not working  
from different  
perspectives**

*This informs the what's working and not working section around important areas in the young person's life. The family perspective will also help to inform the family one page profile.*

**How this contributes to the 0-25 Education, Health and Care Plan**

People Directorate



# Person Centred Planning

## Questions to answer

*This can inform many sections of the plan, for example, if there are questions about life aspirations, resources, issues or queries as well as addressing any statutory requirements.*

**How this contributes to the 0-25 Education, Health and Care Plan**

## Outcomes and action

*This links directly to the outcomes summary section of the plan.*



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# What are you actually being asked for: Section 1

## 1. Views, Interests and Aspirations

**What is the young person's view of their progress, interest and their aspirations**

**What are the parent's views of the young person's progress, interest and their aspirations:**



# What are you actually being asked for: Section 2

## 2. Progress towards achieving the outcomes specified in the EHCP.

Please specifically comment on the young person's rate of progress (i.e. progress over time)

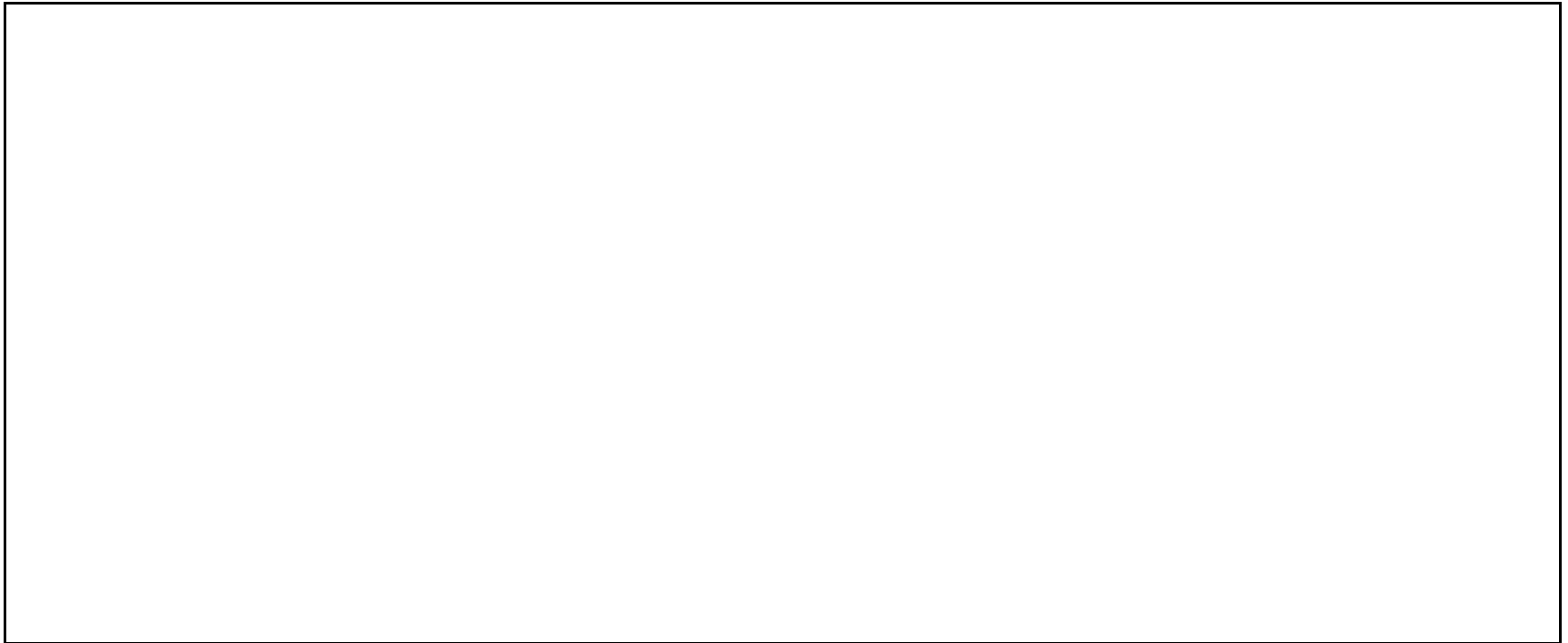
**NOTE:** The outcomes on the EHCP were intended to cover a 2 to 3 year period and **should not** be changed unless there are significant reasons to do so e.g. a change of placement is needed in order to support the Young person's progress towards the outcomes.



<b>Outcome (1)</b>	<b>Progress:</b>
<b>Outcome (2)</b>	<b>Progress:</b>
<b>Outcome (3)</b>	<b>Progress:</b>

# What are you actually being asked for: Section 3

## 3. Summary of actions from Annual Review



# What are you actually being asked for: Section 4

## 4. Suggested changes to the EHCP wording

**Note:** Any requested changes to be made to the EHCP must be carried out on the latest version of the EHCP using **Bold** for suggested wording changes and ~~Strike through~~ function for suggested deletions.

Please attach reports from professionals who support the young person and young person level of need and support any suggested changes. Minor changes may not result in an amended EHCP.

Please use the boxes below to record any conversations held during the meeting.



### Any significant changes in circumstances:

- Please provide a summary of any changes in the young person's family situation and educational history
- Summarise any changes of involvement with services providing advice for the young person.

### Summary of the young person's strengths and Special Educational Needs.

## Health needs which relate to Special Educational Needs

Please comment on any health needs that relate to the young person's SEN: (this should be information provided by a health professional)

## Any Health needs which DO NOT relate directly to Special Educational Needs

Please comment on any health needs the young person may have that do not relate to their SEN e.g. diabetes (this should be information provided by a health professional):

## Social Care needs which relate to Special Educational Needs

Please comment on any changes to the Social Care needs that relate to the young person's SEN: e.g. Visual impairment requiring rehabilitation training (this should be information provided by a social care professional).

## Any Social care needs which DO NOT relate directly to Special Educational Needs

Please comment on any changes to the social care needs the young person may have that do not relate to their SEN e.g. family pressures that require respite care (this should be information provided by a social care professional).





# What are you actually being asked for: Section 5

## 5. Suggested changes to Outcomes.

This section should only be completed during a Key Stage Transfer, when Outcomes have been achieved or if there is a significant change in need.



Please provide reasons and evidence (where possible supported by professionals)
Communication and Interaction
Cognition and Learning
Social, Emotional and Mental Health
Sensory and/or Physical



# What is an outcome?

- ✓ A benefit or difference made to an individual as a result of an intervention or therapy.
- ✓ What it is intended an intervention or therapy will help the individual to do that he/she cannot do now and by when this will be achieved.
- ✓ Personal – not expressed from a Core Service Offer or Standard Inclusive Practice/ Quality First Teaching perspective.
- ✓ Something that those involved have control and influence over, but does not always have to be formal or accredited.

# What is an outcome?

## ✓ SMART:

Specific	Measurable	Achievable	Realistic	Time-bound
What are the needs of the individual child/ young person? What will be accomplished?	Is the outcome quantifiable? Can it be measured? How much change is expected?	Can the outcome be accomplished on the proposed time frame with the available resources and support?	Does the outcome address the goal? Will the outcome have an impact on the goal?	Does the outcome propose a specific timeline when it will be met?

- ✓ What needs to be achieved by the end of a phase or stage of education in order for a C/YP to progress successfully to the next phase or stage.
- ✓ Outcomes should always enable C&YP to move towards long term aspirations.



# Writing outcomes:

- ✓ **Avoid** using non-measurable verbs. E.g. **know, recognise, understand** etc.
- ✓ Use measurable action-oriented verbs:

Knowledge	Comprehension	Application	Analysis	Evaluation	Synthesis
Define	Classify	Apply	Calculate	Assess	Design
Describe	Describe	Demonstrate	Classify	Estimate	Develop
Identify	Discuss	Operate	Compare	Evaluate	Build
List	Explain	Use	Contrast	Interpret	Propose
Name	Identify	Outline	Solve	Measure	Integrate
State	Summarise	Treat	Distinguish between	Test	Modify
Recall	Tell	Practice	Differentiate	Justify	Prepare
Label	Express	Solve	Measure	Select	Devise
Record	Locate	Respond	Quantify	Choose	Manage
Repeat	Review		Relate	Support	Organise
Arrange	Report		Test		Solve
	Interpret				



# Long term and short term outcomes:

Long term outcome	12 month outcome
After Post-19 Tom will have decided who he wants to live with and where he would like to live.	Within the next 12 months, Tom will have visited four types of housing so he can identify and describe how they differ.
By the end of Further Education, Sally will have had 4 meaningful work experiences in a range of community-based settings so that she can explain different types of job roles.	Within the next 12 months Sally will be able to: <ul style="list-style-type: none"> <li>• Be aware of 4 types of paid work environments and roles.</li> <li>• Develop work skills such as telling the time, punctuality, solve problems, and make decisions, using the phone.</li> </ul>
By the end of Key Stage 4, Ricky will be able to become more independent from his parents by learning essential life skills such as shopping for food and travelling on his own.	Within the next 12 months Ricky will be able to: <ul style="list-style-type: none"> <li>• Travel daily by bus to school.</li> <li>• Write a weekly shopping list and go shopping (or online shopping) with support buying healthy options.</li> </ul>
By the end of Key stage 3, Joseph will be able to improve his legibility of his handwriting or recording written work.	Within the next 12 months, Joseph will be able to formulate his letters and increase in accuracy, more consistent in size and positioned correctly in line, in all his English lessons.
By the end of Key stage 2, Safa will be able to socialise with her peers without adult supervision.	Within the next 12 months, Safa will be able to play in an age appropriate way with at least one child of her own age throughout 4 designated break times.
By the end of Key stage 1, Mustafa will be able to independently use cutlery to feed himself throughout a meal with no adult prompts.	Within the next 12 months, Mustafa will be able to use a knife and fork together to cut up soft foods consistently with one adult prompt 3 times a week.



# Example 1:

Aspirations (EHC Plan: Section A)	Needs (EHC Plan: Sections B, C & D)	Outcomes (EHC plan: Section E)	Provision (EHC Plan: Sections F, G, H1 & H2)
<ul style="list-style-type: none"> <li>Bob (aged 8) wants to be better at reading and be able to "read stuff".</li> </ul>	<ul style="list-style-type: none"> <li>Bob has significant literacy difficulties; in particular, a significant weakness of his phonic skills.</li> </ul>	<p>By the age of 11, Bob will be able to read a story he has written to a friend or to the class fluently.</p> <ul style="list-style-type: none"> <li>This story will include thirty 3-5 letter words with 2 and 3 consonant combinations.</li> </ul>	<p><u>SEN Provision</u></p> <ul style="list-style-type: none"> <li>A phonics programme, delivered in a small group, 4 times a week, for 30 minutes each time.</li> <li>Teacher to co-ordinate individual support from a teacher assistant to monitor progress at least every 5 minutes and provide prompts as needed.</li> <li>Teacher will identify what Bob is interested in and use this information to help him learn to read, such as reading materials based on his interests.</li> <li>Teacher to work with Bob's family to develop a home reading programme.</li> </ul>

Think about the 'Golden thread' throughout



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# Example 2:

Aspirations (EHC Plan: Section A)	Needs (EHC Plan: Sections B, C & D)	Outcomes (EHC plan: Section E)	Provision (EHC Plan: Sections F, G, H1 & H2)
<ul style="list-style-type: none"> <li>• Rebekah (aged 17) wants to get a paid job in a hairdressers when she leaves education.</li> </ul>	<ul style="list-style-type: none"> <li>• Rebekah has severe learning disabilities, which affect all areas of her learning, including literacy and numeracy.</li> <li>• She has receptive and expressive communication difficulties and struggles to understand two sentence instructions. Strangers also find it difficult to understand what she is saying.</li> <li>• Rebekah has a left hemiplegia and has difficulty with fine motor skills.</li> </ul>	<p>By the time she is 18, Rebekah will:</p> <ul style="list-style-type: none"> <li>• Have had experience of work, including at a local hairdressers.</li> <li>• Be able to read everyday signs in the community and key words in the workplace.</li> </ul>	<p><u>SEN Provision</u></p> <ul style="list-style-type: none"> <li>• Supported internship programme which includes: independent travel training, functional literacy and numeracy and work experience at a local hairdressers.</li> <li>• An allocated job coach providing Rebekah with support and advice for a vocation profile, on the job training, and Access to Work.</li> <li>• Twice termly, a SALT will advise staff on a communication passport for Rebekah that will transfer with her to college.</li> </ul> <p><u>Health Provision</u></p> <ul style="list-style-type: none"> <li>• Once a term, the Occupational Therapist will advise the college, Rebekah and her family about how to manage her hemiplegia and increase her function.</li> </ul>



# What are you actually being asked for: Section 6

## 6. Suggested changes to Provision.

Provision refers to programmes or support that needs to be put in place to help the young person make progress towards the outcomes. **Note:** Health or social care provision which educates or trains a young person must be treated as special educational provision.

### Communication and Interaction

**Changes to Special Educational Provision. Please provide reasons and evidence (where possible supported by professionals)**

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### Cognition and Learning

**Changes to Special Educational Provision. Please provide reasons and evidence (where possible supported by professionals)**

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### Social, Emotional and Mental Health

**Changes to Special Educational Provision. Please provide reasons and evidence (where possible supported by professionals)**

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### Sensory and/or Physical

**Changes to Special Educational Provision. Please provide reasons and evidence (where possible supported by professionals)**

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**Summary of final recommendations and actions from Annual Review**

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# What are you actually being asked for: Section 7

## 7. Assessments

National Curriculum Assessment								
Please complete fully (include last years levels)								
	F5	Y1	Y2	Y3	Y4	Y5	Y6	Evaluate progress
English								
Speaking / Listening								
Reading								
Writing								
Overall Subject level								
Mathematics								
Science								
Standardised test results and/or Entry Assessment								
Date of Test	Name of Test/Assessment		Results	Administered by (name and role)				

National Curriculum Assessment								
Please complete fully (include last years levels)								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Evaluate progress
English								
Speaking / Listening								
Reading								
Writing								
Overall Subject level								
Mathematics								
Science								
Standardised test results and/or Entry Assessment								
Date of Test	Name of Test/Assessment		Results	Administered by (name and role)				

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# What are you actually being asked for: Sections 8-11

8. Short term outcomes have been agreed for the next year and are attached to this review. Yes/No

9. Advice & Information - Contributors to the EHCP Annual Review Meeting/Process

Name	Position	Contact details (address/telephone/email)	Report Attached Y/N (inc date)	Attendance at meeting Y/N



10. Placement

Current school placement remains appropriate	Yes	No (please state type of school requested)
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11. Transition

Transition plan

Following the completion of their course, what is the young person moving on to i.e. Employment, Apprenticeship, HE or other Educational placement. Outline their future plans and what are the next steps/actions required to ensure the young person can successful transition to their next destination?

*NE what transitional arrangements need to be agreed, does the young person travel independently, if moving on to HE are they independent learners and if applicable have applied for study support ect*

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Signature on behalf of the school	
Name:	
Date:	

10



## Example outcomes:

- By the end of his current course, Ralph (19 years old) will attend 3 work-based interviews.
- Mohammed (8 years old) will work independently for at least 50% of each lesson period, by the end of KS2.
- By the end of Year 9 William (12 years old) will describe how to make his own way to school and get there independently every day.
- By the end of KS3 Gemma (14 years old) will be able to enter an unfamiliar shop, buy a chosen item and walk to familiar shops for small errands on a daily basis.



## Example outcomes:

- Mason (3 years old) will engage in a play activity with another child and an adult on a daily basis, by the time he is in reception.
- By the time he finishes college, Ryan (18 years old) will be able to manage his money from day-to-day, including planning for his daily costs (e.g. using public transport, buying lunch and treats).
- By the end of KS4, Ed (14 years old) will be able to move around her community safely. She will: Walk independently to and from the bus stop, school and local club; Explain what she will do if she gets lost; reliably recognise key symbols and words that are part of her everyday environment.

## Example outcomes:

- By the end of KS4, Ed (14 years old) will be able to move around her community safely. She will: Walk independently to and from the bus stop, school and local club; Explain what she will do if she gets lost; reliably recognise key symbols and words that are part of her everyday environment.
- By the end of Key Stage 2 Janice (9 years old) will greet different people appropriately. This will include family members, her friends and unfamiliar adults.
- By the end of Key Stage 4 Sunni will be able to maintain and make appropriate friendships.



# Provision – what needs to be specified and quantified:

- ✓ There must be provision identified for each identified need.
- ✓ Provision must be detailed, specified, quantified in terms of:
  - ✓ Type and name of intervention/ resource/strategy
  - ✓ Who will deliver (level of expertise)
  - ✓ Hours and frequency of support
  - ✓ Why



# Example provision:

- Greg (10 years old) will have short and frequent touch typing sessions. He will receive 3 x 10 minute sessions at school per week. A Rehabilitation Worker for Visually Impaired Children will attend the school to support Greg and his teacher in the use of the software for an initial two hour session in the first week of term, followed by a one hour visit every month. Greg's teacher will deliver the sessions in class, and will review the programme and Greg's progress with the Rehabilitation Worker on a termly basis.
- Sonny (19 years old) will receive the 'My Life' community based programme for two full days a week during term time, with a specific focus on independent living, travelling and safe volunteering. Sonny's support worker will meet with his tutor at college twice a term to review his progress and to ensure the education programme provided by his college complements his skills in the community.



# Example provision:

- Victoria (13 years old) will have a laptop with voice activated software to help her prepare for Y11 GCSEs. The laptop will be for use in all lessons where her teachers have identified this will help her to record her work more effectively. The laptop will also be available for use at home where it will be used for homework. The SENCO will provide one-to-one support for one hour per week to enable Victoria to use the software. The SENCO will review Victoria's progress on a termly basis.
- Katya (6 years old) will work with a Higher Level Teaching Assistant for 15 mins every morning to support her in choosing between 2 simple options presented through the 'Choices Card' system. The emphasis will be on ensuring that Katya understands the outcome of her choices. This programme will be developed with Kayta's teacher and the teacher, the teaching assistant and Katya's parents will review progress on a half termly basis.





## Example provision:

- Gail (10 years old) will have a trained ELSA (Emotional Learning Support Assistant) to support her to enter group play during less structured times of the school day. The ELSA will be trained by the setting's link Education Psychology in terms of personalised self-regulation strategies and will provide support to Gail at playtimes 2x 20 minutes per day.
- Joe (8 years old) will receive a 30 minute session twice a week focussing on developing his social use of language. The sessions will be delivered by a teaching assistant with one other child. The session programme will be developed under the direction of a Speech and Language Therapist who will train the TA in delivering the sessions. An SLT and Joe's teacher will review his progress on a termly basis and adapt the programme accordingly.



## Example provision:

- Jennifer (15 years old) will have her hearing loss and her use of hearing aids monitored at quarterly reviews by the audiology service. Hearing aid review appointments will include: hearing tests; tests of middle ear function; checks to ensure the hearing aids are fitted and working as well as they should be. Jennifer's hearing aids will be reprogrammed or upgraded by the audiology service in line with the findings of the quarterly review, within 6 weeks of the review taking place.
- Bharat (10 years old) will attend appointments at the hospital every eight weeks where his condition will be monitored by his consultant. Within the first week of term, a school nurse will deliver a two hour training session on managing his seizures for all school staff who work with Bharat. This will be delivered at the school. Refresher training and updated advice from the school nurse will be made available once a term.



# Next steps: Findability - Bristol SEND Toolkit: Signposting to processes



## The Bristol Toolkit - SEND in Education

### Special Educational Needs and Disability in Education

This toolkit is for professionals, parents, carers and young people. In this toolkit you will find information on:

[Read our toolkit introduction.](#)

### [Special Educational Needs Support](#)

### [Education, Health and Care Plan](#)

### [After an Education, Health and Care Plan](#)

- <http://www.findabilitybristol.org.uk/pages/primary-school-age/education/the-bristol-toolkit-send-in-education/special-educational-needs-support/special-educational-needs-support-the-graduated-approach>

#### In this section:

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