

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

This guidance should be used to help you complete the Report on the Annual Review of an EHC Plan form

. Separate guidance about how to prepare for the Annual Review can be found in the document ‘Preparing for an Annual Review- step by step guidance’

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| **The form is designed so that you can use it as an agenda and type straight onto it at the meeting. The boxes will expand as you type into them.**  **Please note that if insufficient information is provided, the Local Authority may not be able to process the review and it may be returned to you. If you have any questions about how to complete this form, please seek advice.** |

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| **Involving children, young people and parents in decision-making**  **The Local Authority expects that a person-centred approach will be taken to reviewing the child or young person’s progress and their Education, Health and Care Plan**  **(There is separate information about how to do this in Person Centred Approaches brief guide for schools)** |

**Recommendations to the Local Authority:** Please note these are only recommendations. It is for the Local Authority to make decisions as to how to proceed once it has considered the Review documents and attached reports.

**Record of agreement:**  You must indicate whether everyone agreed with the amendments and recommendations recorded at the Review meeting. If anyone does not agree you must indicate who this is and why they do not agree. If a view is not expressed, you must not assume this to be agreement. If anyone does not express a view you should record this fact.

From the end of the academic year in which young people turn 16, the right to make decisions applies to the young person directly rather than to their parents. Parents, or other family members, can continue to support young people in making decisions, or act on their behalf, provided that the young person is happy for them to do so.

Young people also have access to advice and support from an Independent Supporter if they prefer. Some young people may wish to access this support even while their parents continue to support them in making decisions, and in this case these young people should be encouraged to do so. You should confirm that the young person has been provided with advice about how to access independent support.

**Contributors to the Annual Review and Appendices**: You must record details of who was invited to the Review, and who attended. You **must** invite the following people to the Review meeting giving them at least two weeks’ notice. In the guidance about how to prepare for the review, we have suggested that you do this 3 weeks before the meeting:

* child/young person
* young person’s representative, if any
* parents/carers
* a member of staff from the Local Authority with responsibility for SEN, typically the child’s SEN Caseworker or Advisory Teacher.

This is a statutory duty, but there is no statutory duty for such a member of staff to attend. We will try to attend if this is necessary, in which case please contact the SEN Caseworker directly to discuss

* Educational Psychologist
* an NHS health representative even if there are privately commissioned reports such as Speech and Language or Occupational Therapy. This is particularly important for children who are in independent schools/settings or who do not have NHS therapy involvement and who will be leaving the school in the next 2 academic years
* a social care representative must be invited
* anyone else who is relevant such as youth offending team or job coach
* Careers Advisory Service for young people in Year 9 and above.

You must list **all** the reports that have informed the Review including all professional reports, those from parents/carers/children and young people, and any separate notes or minutes made at the meeting. You must ensure that all these reports are also sent to the Local Authority. Please confirm that you have circulated all the reports at least 2 weeks before the meeting by entering the date of the reports. In the guidance about how to prepare for this meeting, we have suggested that you do this 3 weeks beforehand.

If you have already sent these reports to the Local Authority you do not need to send the reports again but you **must** list them here so that we are able to check that we have everything. You should indicate here whether you have sent us the report previously or whether you are including it with the Report of the Annual Review form.

You should include Individual Support Plans and the support timetable and you **must** include attainment data.

**Notes of the discussion at the meeting**

**Please note the remainder of the form is used to record the** **discussion** **at the meeting.** The form is designed so that you can use it as an agenda and type straight onto it at the meeting. It is advisable to have someone at the meeting who can do this, so that the Chair can concentrate on conducting the review meeting in a person-centred way. The Code of Practice indicates that governing bodies have a duty to ensure that SENCOs have adequate admin support to facilitate their work.

If you take separate notes or minutes, these **must** include the views and issues discussed, and set out in a similar fashion to the form. If separate notes or minutes are taken, these **must** be attached to the Review document.

**Evidence of attainment:** This is critical to understanding the impact of the child/young person’s SEN on their education and the progress that s/he has made. Please ensure that key information relating to attainment, academic and other progress, preferably over the last 3 years, is included in the summary advice completed by the school/setting. Settings may wish to cut and paste that information from the school/setting advice. Either way, this information must be circulated 2 weeks before the meeting and discussed.

Briefly summarise the views expressed at the meeting relating to the pupil’s attainment and rate of progress.

**Summary of Special Educational Needs:**  Please describe the child/young person’s **current** special educational needs and highlight any new needs in the relevant section. You should include any health and social care needs which are related to their special educational needs only if these are specified by health or social care professionals.

If you prefer, you may attach a clearly amended/annotated copy of Section B of the Education, Health and Care Plan, as long as this reflects clearly the current needs and any new needs. Please be aware that, where a need has improved to such an extent that it is no longer significant or relevant, this must be indicated on the copy of Section B of the EHC Plan, if you are using this. For example, a child who had severe epilepsy and frequent day time seizures when the Plan was written may now have their epilepsy well controlled and may not have seizures at all anymore.

In describing the special educational needs, it will be helpful to think about the child/young person’s strengths and needs in the following areas, as this is how the Local Authority records these in EHC Plans:

* communication and interaction
* cognition and learning
* social, emotional and mental health difficulties
* sensory and/or physical needs
* participating in society (friends, relationships and community).

**For students in Year 9 at the latest** you **must** think about, and specify any needs in relation to, the following areas:

* preparing for adulthood
* support in maintaining good health in adult life
* higher education/employment/meaningful activities
* independent living (choice and control over your life)
* community engagement and independence.

You must indicate whether everyone agreed with the description of the child or young person’s special educational needs. If anyone does not agree you must indicate who this is and why they do not agree. If a view is not expressed, you must not assume this to be agreement. If anyone did not express a view you should record this fact.

Record any health, social care or other needs which are NOT related to the special educational needs, ONLY if these are specified in a professional report, which you should also reference. For example, a health condition such as mild asthma that has no impact on their education.

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| **Outcomes and Provision** |

**Summarise the progress towards achieving outcomes:** You may wish to annotate Section E of the Plan to indicate ‘yes’ or ‘no’ against each outcome to indicate if the Outcome remains relevant.

Key views about the child/young person’s progress including progress towards achieving the outcomes.

Please record here the views of the meeting in relation to the child/young person’s progress towards achieving their outcomes, and state in the tables whether or not the outcomes remain appropriate. Sometimes, long term outcomes will remain appropriate, but short-term outcomes towards them may have been achieved, so may no longer be relevant.

The expectation is that short term outcomes will have been achieved, because these are set on an annual basis. If the short-term outcomes have NOT been achieved, there must be a discussion as to:

* why not
* how appropriate and realistic the short-term outcomes were
* whether they remain appropriate and, if so,
* what changes in support may be required to ensure these outcomes are achieved in the next 12 months.

**Setting outcomes**

The suggested outcomes should be informed by the special educational needs, professional recommendations and the views of the child/young person and his/her family. **They must be discussed at the meeting in a person-centred way.** They should not simply be lifted from reports already provided and inserted here, unless this is agreed by everyone at the meeting. It may be that, during discussion, a number of suggested outcomes are combined or amended according to the views of the young person and other participants.

Any outcomes that have been discussed and recorded as unmet, and which remain appropriate, should be identified as not yet being met.

**Outcomes:** Taking account of their aspirations, there should be a clear link between the child/young person’s needs, the outcomes related to their needs, and the provision that should be put in place to help them to achieve the outcomes.

You can include health or social care outcomes that are NOT related to the special educational needs, if you do so these **must** be informed from relevant health and social care professional reports and you must specify that these are health or social care outcomes. The provision related to these outcomes must be made by health or social care services.

Typically, there will be 4 or 5 long term outcomes identified, with a number of shorter term outcomes that feed into the longer-term ones. Long term outcomes are defined as those to be achieved by the end of the current phase of education, except where children and young people are already in the last year of a Key Stage or phase (e.g. Years 2, 6, 11, and 13). In this case long term outcomes will be relevant to the end of the next phase or key stage. For example, for a pupil in Year 6, you will be developing outcomes to be achieved by the end of Year 9. If you are unsure about how to complete this section please seek advice.

For all children in Year 9 and above please set an Outcome towards Preparing for Adulthood with short-term outcomes towards achieving this.

**Provision:** Settings must also specify the educational provision required to support the child or young person to achieve the outcomes. You will already hold information about the provision that is currently being made to support the child/young person to achieve the outcomes outlined in their Plan. Where appropriate, you may wish to suggest provision that is additional to what is already being made for the child/young person. Provision must be detailed, specific, and normally quantified in terms of the type, hours or frequency of support or level of expertise. It may sometimes help you to consider Section B (special educational needs) and Section F (provision) of the EHC Plan to help you with this, but you should not rely wholly on this.

Examples of the kinds of provision you need to consider and specify include:

* specific strategies and approaches
* curriculum modifications, differentiation of class, group or curriculum organisation
* a higher level of support/access to small groups
* specific programmes or activities
* specialist tuition
* home/school liaison
* review and monitoring requirements
* modifications to the physical environment
* specialist materials or equipment/use of assistive technology
* additional pastoral care arrangements
* specific staff skills and knowledge, for example staff who are trained in autism specific approaches or qualified dyslexia teacher
* need for staff advice/training/support
* support from other agencies
* provision to address Independence issues, such as travel training/teaching of independent living skills
* personal care support
* access to therapies such as speech and language therapy, occupational therapy or physiotherapy
* access to specialist services such as Educational Psychologist, specialist teachers, advisory service, supported employment services, CAMHS (Child and Adolescent Mental Health Service) etc.
* employability needs and preparation.

**If the information on provision to meet an Outcome is not adequately completed the Local Authority will not be able to process the Review and the form will be returned to you.**

**Please see the example on the following page**

**EXAMPLE of completed Outcomes and Provision**

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| **Long term outcome**  Child will independently use accurate spelling and punctuation in his writing. |
| **Related short term outcome**   * Child uses his spelling book, a dictionary or on-line resources with adult support so that he can check his spellings and correct his work. * Child uses capital letters, full stops and commas in the right places in his work. |
| **Provision**   * A highly structured and individualised literacy programme including spelling, punctuation and other writing skills. * Multi-sensory teaching methods and approaches * Opportunities to pre-teach and rehearse skills. * Child will be taught how to use his spelling book, a dictionary and on-line resources for checking spelling and punctuation with support. |
| **Who is going to provide it, how often will it be provided, how and when will it be monitored and reviewed, and by whom**   * Whole class group for 30 minutes every day * As part of a small group of 6 children twice a week for 30 minutes and 1:1 sessions for at least 15 minutes prior to written tasks where necessary, to make sure that Child knows what resources to use and how to use them. * The class teacher will make this provision which will be implemented by the class teacher, teaching assistant and other appropriate staff. The provision will be monitored and reviewed with the SENCo, Class teacher, parents/carers and child/young person at least termly. Termly targets to support Child in achieving his short-term outcomes will be included in his SEN Support Plan. These targets will be monitored and reviewed by the class teacher every half term. |

**Health and Social Care Provision-**  Additional health and social care provision NOT related to education also needs to be specified. This provision is **not** related to education, e.g. the provision of medical advice and support to help a child learn how to use their asthma inhaler or to check their blood sugar levels, or Child in Need or Child Protection Plans.

Health and Social Care professionals will normally indicate in their reports which outcomes and provision are related to the special educational needs, and which are not.

If the child/young person has a Health Care Plan, this should be appended to the documentation.

**Next steps for all pupils:** If not relevant, please put N/A. If there are any key events coming up for this child/young person, please detail these here. For example, a child may be moving to another Local Authority area, moving schools or phase of education, moving on to college, changing foster carer etc.

**NB- maintained schools, academies and free schools have a statutory duty to ensure that pupils from Year 8 onwards are provided with independent careers guidance.**

**For students in Year 9 and above**: complete all details including a brief summary of the discussion that takes place about the progression towards adulthood.

The latest Careers Guidance/progression information must be attached to the Review document. Young people may not have this every year. For example, a young person may have had Careers Guidance in Year 8 but not in Year 9. In this case, the latest careers guidance information that must be attached would be that from Year 8.

**Mobility, travel, transport**: The expectation is that all children and young people work towards independent travel as far as is possible, particularly once they reach secondary school age.

**Assistive technology/equipment:** Please specify any specialist equipment used, e.g. hoists, special chairs, communication systems, mobility aids.

**Personal Budgets:**  You should let parents, carers and young people have information about personal budgets before the meeting, either by giving them the details here, or printing off the relevant information and giving it to them.

Information about Personal Budgets can be found here:

<http://www.barnet.gov.uk/info/941041/sen_personal_budgets/1247/sen_personal_budgets>

**Actions following the Meeting**: Otherwise insert ‘none’ or ‘not applicable’. If actions are identified, the meeting should agree who is going to be responsible for following up and checking that the actions have been completed.

**Within 2 weeks of the meeting:** Please send a copy of the Report of the Annual Review of an EHC Plan, with all necessary additional reports and information, to the SEN Admin Tea