

**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.**

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| **Name of child/young person** | **DOB of child/young person** |
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| **Year group**  |  | **Is the child educated out of their chronological year group? Y/N** |

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| **Date of this Annual Review** | **Date of last Annual Review** |
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| **Name and address of setting**  | **Tel** |
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| **Type of setting**  | **Email** |
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| **Name of person chairing the meeting** | **Role**  |
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| **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**

**At each other annual review a No Change Letter will be issued** | **Y/N** |
| **Should the EHCP be maintained?**  |  |
| **Are there any significant amendments to the EHCP Requested, related to the above?**  |  |
| **Is the banded funding still correct? If not, what is being proposed** **NOTE: Band E funding is no longer being funded.****Children and young people requiring a higher level of funding than band D will have individualised funding allocated and schools will need to provide an individualised costed provision map to demonstrate the need for this level of funding.****Provision should be reviewed each year to promote moving forward to independence into adulthood and banding will be adjusted accordingly.**  |  |
| **Is there a request for a change of setting?****NOTE: Please be aware that the special school panel meets termly and requests for change of placement will be put to the next panel**  |  |
| **Should the EHCP be ceased?**  |  |
| **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 NO, please state any disagreement by whom and why** |  |

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| **Are the following attached with the Annual Review Report?** | **Y/N** |
| **Copy of the annotated EHC Plan as a Word Document, please DO NOT USE Track Changes****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?** **NOTE: Please identify which reports/pages are referring to which changes of provision on the EHCP** |  |
| **Section A: Have any of the child/young person or parent/carer details set out in the EHC Plan changed?** **If so please annotate on the EHC Plan using the key above** |  |
| **If separate notes of the meeting were taken, are these included?** |  |
| **If appropriate, is the child/young person’s timetable included?** |  |
| **If appropriate, is an individual Support Plans included?** |  |
| **If appropriate, is the costed Provision Plan included?**  |  |
| **Is attainment data included?** |  |
| **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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| 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 can also have access to advice and support from an Independent Support if they prefer. |
| **Confirm that the young person has been given information about Independent Support**  | **Y/N** |

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| **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)** |
| **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** |  |  |  |

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| **Attendance** | **Have there been significant patterns of absence since last review? If yes, what actions have been taken?**  |
| **Actual:**  | **Possible:** | **Percentage:** |  |

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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 Needs** |
| What are special educational needs of this child/young person? *(You may wish to attach a clearly annotated copy of Section B of the EHC Plan)* Has Early Help been explored with the family?Is a 0 – 19 Practitioner supporting the child/young person? Are other social care teams involved? Has the health visitor/school nurse been involved with the child/family? Include any health or social care needs that are related to the special educational needs if these are identified in health or social care professional reports |
| **Pupil’s strengths, skills and any other areas of achievement****Include views of the child/young person if separate form not attached:** |
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| **Describe any new needs identified and specify by whom by referring to relevant documentation/report:** |
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| **Provide parent/carer views if separate form not attached:** |
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| **Was everyone in agreement with the description of the special educational needs?** | **Y/N** |
| **If anyone did not agree, please state who this is and the reasons why they do not agree below** |
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| **Summary of 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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| **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****Communication and Interaction** |
| **Long-term outcome:** *(insert long term outcome exactly as it is written in the EHCP)* **-** *NB: There is no expectation that pupils will achieve long term outcomes before the end of a key stage or phase)* | **Met** |  |
| **Partly Met***Please record progress as**Minor/Some/Positive* |  |
| **Not Met** |  |
| **No longer appropriate** |  |
| **Progress towards outcome:** |
| **New long-term outcome:**  |
| **Short-term outcomes:**(*insert related steps towards meeting outcomes exactly as they are written in the EHCP)*1.2.3.4. (etc.) |  |
| **Met** |  |
| **Partly Met***Please record progress as**Minor/Some/Positive* |  |
| **Not Met** |  |
| **No longer appropriate** |  |
| **Progress towards outcomes:** |
| **New short-term outcomes:**  |
| **Is the provision to meet the outcome still appropriate?** *Provision must be detailed and specific and should normally be quantified, for example, in terms of the type, hours and frequency of support and level of expertise, including where this is secured through a Personal Budget. It should be specified for each and every outcome. It must be clear how provision will support the outcomes. See guidance.* | **(Y/N)** |
| **Please advise what provision is no longer necessary/appropriate** |  |
| **Please indicate what new provision is required and which report this has been obtained from**  |  |

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| **Section E: Outcomes****Cognition and Learning** |
| **Long-term outcome:** *(insert long term outcome exactly as it is written in the EHCP)* **-** *NB: There is no expectation that pupils will achieve long term outcomes before the end of a key stage or phase)* | **Met** |  |
| **Partly Met***Please record progress as**Minor/Some/Positive* |  |
| **Not Met** |  |
| **No longer appropriate** |  |
| **Progress towards outcome:** |
| **New long-term outcome:**  |
| **Short-term outcomes:**(*insert related steps towards meeting outcomes exactly as they are written in the EHCP)*1.2.3.4. (etc.) |  |
| **Met** |  |
| **Partly Met***Please record progress as**Minor/Some/Positive* |  |
| **Not Met** |  |
| **No longer appropriate** |  |
| **Progress towards outcomes:** |
| **New short-term outcomes:**  |
| **Is the provision to meet the outcome still appropriate?** *Provision must be detailed and specific and should normally be quantified, for example, in terms of the type, hours and frequency of support and level of expertise, including where this is secured through a Personal Budget. It should be specified for each and every outcome. It must be clear how provision will support the outcomes. See guidance.* | **(Y/N)** |
| **Please advise what provision is no longer necessary/appropriate** |  |
| **Please indicate what new provision is required and which report this has been obtained from**  |  |

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| **Section E: Outcomes****Social, Emotional and Mental Health** |
| **Long-term outcome:** *(insert long term outcome exactly as it is written in the EHCP)* **-** *NB: There is no expectation that pupils will achieve long term outcomes before the end of a key stage or phase)* | **Met** |  |
| **Partly Met***Please record progress as**Minor/Some/Positive* |  |
| **Not Met** |  |
| **No longer appropriate** |  |
| **Progress towards outcome:** |
| **New long-term outcomes:**  |
| **Short-term outcomes:**(*insert related steps towards meeting outcomes exactly as they are written in the EHCP)*1.2.3.4. (etc.) |  |
| **Met** |  |
| **Partly Met***Please record progress as**Minor/Some/Positive* |  |
| **Not Met** |  |
| **No longer appropriate** |  |
| **Progress towards outcomes:** |
| **New short-term outcomes:**  |
| **Is the provision to meet the outcome still appropriate?** *Provision must be detailed and specific and should normally be quantified, for example, in terms of the type, hours and frequency of support and level of expertise, including where this is secured through a Personal Budget. It should be specified for each and every outcome. It must be clear how provision will support the outcomes. See guidance.* | **(Y/N)** |
| **Please advise what provision is no longer necessary/appropriate** |  |
| **Please indicate what new provision is required and which report this has been obtained from**  |  |

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| **Section E: Outcomes****Sensory and/or Physical**  |
| **Long-term outcome:** *(insert long term outcome exactly as it is written in the EHCP)* **-** *NB: There is no expectation that pupils will achieve long term outcomes before the end of a key stage or phase)* | **Met** |  |
| **Partly Met***Please record progress as**Minor/Some/Positive* |  |
| **Not Met** |  |
| **No longer appropriate** |  |
| **Progress towards outcome:** |
| **New long-term outcome:**  |
| **Short-term outcomes:**(*insert related steps towards meeting outcomes exactly as they are written in the EHCP)*1.2.3.4. (etc.) |  |
| **Met** |  |
| **Partly Met***Please record progress as**Minor/Some/Positive* |  |
| **Not Met** |  |
| **No longer appropriate** |  |
| **Progress towards outcomes:** |
| **New short-Term outcomes:**  |
| **Is the provision to meet the outcome still appropriate?** *Provision must be detailed and specific and should normally be quantified, for example, in terms of the type, hours and frequency of support and level of expertise, including where this is secured through a Personal Budget. It should be specified for each and every outcome. It must be clear how provision will support the outcomes. See guidance.* | **(Y/N)** |
| **Please advise what provision is no longer necessary/appropriate** |  |
| **Please indicate what new provision is required and which report this has been obtained from**  |  |

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| **Section E: Outcomes****Preparation for Adulthood** *(For Post 16 students)*  |
| **Long-term outcome:** *(insert long term outcome exactly as it is written in the EHCP)* **-** *NB: There is no expectation that pupils will achieve long term outcomes before the end of a key stage or phase)* | **Met** |  |
| **Partly Met***Please record progress as**Minor/Some/Positive* |  |
| **Not Met** |  |
| **No longer appropriate** |  |
| **Progress towards outcome:** |
| **New long-term outcome:**  |
| **Short-term outcomes:**(*insert related steps towards meeting outcomes exactly as they are written in the EHCP)*1.2.3.4. (etc.) |  |
| **Met** |  |
| **Partly Met***Please record progress as**Minor/Some/Positive* |  |
| **Not Met** |  |
| **No longer appropriate** |  |
| **Progress towards outcomes:** |
| **New short-Term outcomes:**  |
| **Is the provision to meet the outcome still appropriate?** *Provision must be detailed and specific and should normally be quantified, for example, in terms of the type, hours and frequency of support and level of expertise, including where this is secured through a Personal Budget. It should be specified for each and every outcome. It must be clear how provision will support the outcomes. See guidance.* | **(Y/N)** |
| **Please advise what provision is no longer necessary/appropriate** |  |
| **Please indicate what new provision is required and which report this has been obtained from**  |  |

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| **For all Pupils** |
| **State next significant event e.g. next Key Stage/moving setting/ leaving school etc.,****including any expressed preference for the next school/setting and anticipated date.** |
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| **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** |
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| **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?**  |  |
| **If the child/young person is moving on to another setting in the next year, what is the proposed travel arrangements to get them to this setting?****What is being done to help the child/ young person to become an independent traveller?** |
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| **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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| **Assistive Technology/Specialist Equipment**  | **Y/N** |
| **Does the child/young person use assistive technology, adaptations or specialist equipment?**  |  |
| **If yes, please describe any changes made during the last year**E.g. seating/AAC (augmented alternative communication) hoist/splints/wheelchair etc.**Please provide any additional reports and how the Banded Funding is being used** |
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| **Personal Budget**  |
| **Where parents request 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 local authority already has commissioned services such as therapies there is no requirement to make a personal budget available.** | **Y/N** |
| **Does the young person currently receive any provision through a personal budget?** |  |
| **If YES, please put a X next to the source of the PB** |
| **Education** |  | **Health** |  | **Social Care** |  |
| **If any provision is being made through a Personal Budget, and changes are being requested, please detail what changes are requested and the reasons why**  |
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| **Have the parents/carers/young person expressed any view about wanting any services outlined to be delivered through a Personal Budget according to the terms of the Barnet Personal Budget Guidance? If YES, please outline below** |
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| **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** |
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| **Please send copies of the Annual Review Report 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: Senadmin@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. |